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ABSTRACT

The guide contains a competency-based English-as-a-Second-Language/literacy curriculum, including coordinated lesson plans for three instructional levels (beginning, intermediate, pre-literacy) and an employability counseling component. The curriculum is arranged in an order reflecting the job search process. The competencies in the curriculum are the objectives of the lesson plans. The curriculum also contains the instructional materials used in the lessons, and supplementary materials. A variety of competency-based texts are used within each level. The beginning level provides basic information on looking for a job. The six broad topics for this level are: personal identification and communication; transportation; job search; applying for a job; forms on the job; and health and safety. Lesson plans cover job types, want ads, maps and schedules, application forms, interviews, time sheets, and paychecks. Intermediate level content builds on this material, and topics include personal identification and communication, job search, job application, forms, and workplace behavior. Lessons cover telephone skills, applications, education/training information, making appointments, writing a resume, workplace layouts, and interpersonal relationships on the job. The preliteracy level reinforces visual discrimination, reading, and writing skills, with attention given to readiness. Personal identification and communication, employment, transportation, and community resources and health are general topics. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED323816

FAMILY ENGLISH LITERACY NETWORK PROGRAM

EMPLOYABILITY DEMONSTRATION COMPONENT

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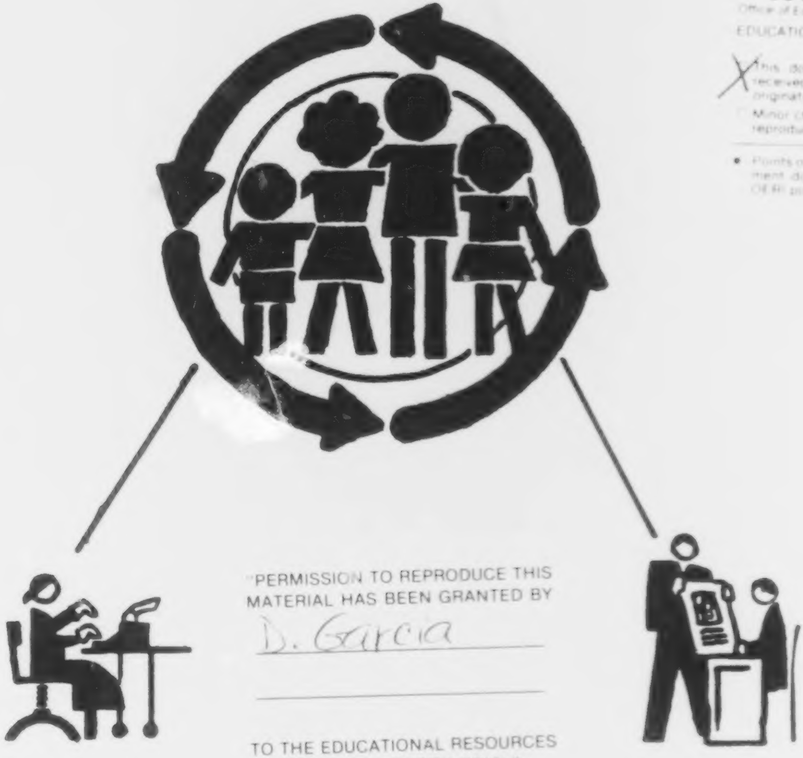

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CURRICULUM GUIDE

COLLEGE OF EDUCATION
FLORIDA INTERNATIONAL UNIVERSITY

FL800209

FAMILY ENGLISH LITERACY NETWORK PROGRAM

EMPLOYABILITY DEMONSTRATION COMPONENT

Curriculum Guide

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Family English Literacy Network Program
Employability Demonstration Component
1989

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INTRODUCTION

This guide contains a competency-based ESL/literacy curriculum, including correlated lesson plans for the three levels of instruction. The curriculum is arranged by lesson plan number and sub-topic, an order that reflects the job seeking process. The competencies in the curriculum are the objectives in the lesson plans. The curriculum also contains the instructional materials used in the lesson plans as well as supplementary materials that provide expansion of the topics covered. All sub-topics are grouped under broad categories, among them personal identification and communication, job search, applying for a job and forms on the job. Related areas, such as transportation and health and safety are included as well.

The Employability Demonstration Component project has adopted a competency-based approach to ESL/literacy instruction within an emmployability framework. Utilizing occupational competencies from the Comprehensive Adult Student Assessment System (CASAS) as a base, project staff has developed a curriculum that encompasses, in three levels, the entire job seeking process from locating employment sources and preparing for interviews to communication on the job and calling in sick. Level A (beginning) and Level B (intermediate) focus on pre-employment skills while the Preliteracy Level reinforces visual discrimination, reading and writing skills. An Employability Counseling Component is also included.

A variety of competency-based textbooks is utilized within each level. In most of the lesson plans, more than one text is suggested to allow for maximum exposure to differing language forms. The use of realia and authentic materials enhances the texts and promotes improved communication and application in real-life situations. In the lesson plans, assorted activities are emphasized. Group and pair work are encouraged to increase student-to-student interaction and also to provide instructors with an opportunity to work with students on a more individual basis. Additionally, the use of role plays enables students to simulate real life situations in the classroom.

Level A provides basic information and vocabulary necessary for looking for a job. The six broad topics for this level are: personal identification and communication, transportation, job search, applying for a job, forms on the job, and health and safety. The lesson plans cover types of jobs, want ads, maps and schedules, job application forms, job interviews, time sheets and paychecks. The main textbooks for Level A are English for Adult Competency I, English that Works I and Speaking Up at Work.

The content of Level B builds upon the material presented in Level A. Some of the competencies that overlap are covered at different depths across the two levels. The broad topics for Level B are: personal identification and communication, job search, applying for a job, forms on the job and behavior on the job. The lesson plans cover telephone skills, job applications, education/training information, making appointments, writing a resume, workplace layouts and interpersonal relationships on the job. The textbooks that are primarily utilized for Level B are English for Adult Competency II, Expressways 2 and Building Real Life English Skills. (The information used in these classes from the last textbook can now be found in a shorter edition entitled What You Need To Know About Getting a Job and Filling Out Forms.)

The Preliteracy Level explores a content of a more general nature. Lesson plans in this level assume little or no literacy skills in the native language. Oral skills should develop on the par with a low Level A. Personal identification and communication, employment, transportation, community resources and health are the broad topics in this level. Careful attention is given to readiness skills in reading and writing (please see attached outline, p. iii), and reinforcement of visual discrimination is encouraged in every lesson. The main textbooks for this level are: Basic English for Adult Competency, A New Start - Literacy Workbooks 1 and 2, Passage to ESL Literacy and Survival English. It is suggested that students use transparencies and washable ink marking pens with the workbooks for exercises on assigned pages. This way students can practice copying and writing the assignment several times and feel comfortable with it before writing the final version in the workbook.

Each level of ESL/literacy instruction is designed to cover a sixty-five to seventy hour cycle of training. Six to ten hours are devoted to a separate employability counseling component, which can be given in the native language or in a bilingual format, as was done in this project. These sessions have been tailored for the local job market and situations in the Miami area. Masters for transparencies and handouts employed for this component are available upon request.

LITERACY READINESS

I. Visual Discrimination

   A. Understanding concept of same and different.
   B. Match two or more objects which are the same.
   C. Distinguish between objects of the same color and size.
   D. Distinguish which one is different.

II. Directionality

   A. Familiarization with left-to-right progression.
   B. Point to correct picture as story is told.
   C. Sequence them from left to right as story is told.
   D. Given a symbol, mark the same symbol
   E. Make a series of strokes in a left-to-right sequence and produce straight and curved lines following an example.
   F. Produce lines of uniform length and spacing and properly orient strokes to ruled lines on paper.

III. Sequencing

   A. Familiarization with sequencing from top to bottom.
   B. Complete a picture sequence in order from top to bottom.

IV. Alphabet and Letter Recognition

   A. Identifying Letters
      1. Say the letters of the alphabet.
      2. Identify capital and lower case letters.

   B. Reading/Spelling Letters
      1. Read/spell letter names.
      2. Spell name and address.

   C. Writing Letters
      1. Copy letters.
      2. Take letter dictation.

   D. Recite the Letters in Order.

V. Number Identification

   A. Identifying Numbers
      1. Count objects, pictures and symbols from 0-10.
      2. Point to the correct number as the number is spoken.
      3. Match a given number of objects or pictures with the correct written number.
      4. Sequencing numbers from 1-10.

   B. Reading Numbers

    1. Read numbers as written numerals, i.e., 1, 2, 3.
    2. Read telephone number, house numbers, apartment number, zip code, social security number, alien registration number and birthdate.

  C. Writing Numbers
    1. Copy numbers.
    2. Take number dictation.

VI. Basic Sight Words

  A. Read by sight the following words requiring numbers as responses on forms:
    1. Telephone Number
    2. House Number
    3. Apartment Number
    4. Zip Code
    5. Date
    6. Social Security Number
    7. Birthdate

  B. Read by sight the following words used on forms
    1. First Name
    2. Last Name
    3. City and State

  C. Read orally name and address.

  D. Read and mark appropriately on a form
    1. Male/Female
    2. M/F
    3. Mr./Mrs./Ms./Miss

VII. Form Language:

  A. Copy hand-printed words from chalkboard and from a second sheet of paper.

  B. Identify basic components of simple form.

  C. Write the following personal information upon request:
    1. First Name
    2. Last Name
    3. Address
    4. City & State
    5. Zip Code
    6. Birthday
    7. Telephone Number
    8. Social Security Number
    9. Date

  D. Complete a simple form with correct personal information.

LEVEL A

1.0 TOPIC: PERSONAL IDENTIFICATION AND COMMUNICATION

COMPETENCIES	CASAS #	**** LESSON		PLANS ****	SUPPLEMENTARY MATERIALS/ RESOURCES/ACTIVITIES
		Number	Subtopic	Instructional Materials	
Initiate and respond to greetings and leavetakings.		1	Greetings and Introductions	a) Lifelines 1, pp. 1-8 b) English for Adult Competency 1, pp. 3-5 c) Expressways 1, pp. 2-3	a) Your First Job, pp. b) English Spoken Here, pp. 4-7, 16-17 c) English that Works 1, pp. 28-32
Introduce oneself and/or a friend to someone else.					
Learn the names and at least one other item of information about everyone in the class.					
Recite the alphabet.		2	Personal Information	a) English Spoken Here - Getting Started Exercise Book, p. 36 b) Lifelines 1, pp. 11-18 c) English for Adult Competency 1, pp. 4, 8, 11-12 d) English Spoken Here - Getting Started Text, pp. 18-19, 88-89 e) Expressways 1, pp. 4-7	a) English Spoken Here- Getting Started Text, pp. 20-22, 81
Identify cardinal numbers (1-20).					
Identify ordinal numbers.					
Ask for and give the following information: correct spelling of name, address, telephone number and social security number.					
Interpret and complete simple forms.	1.4.1				
Identify family relationships.		3	Family and Calendar Time	a) English Spoken Here - Getting Started Text, pp. 108-109, b) English Spoken Here - Getting Started Exercise Book, pp. 68-69 c) English for Adult Competency 1, p. 14	a) English Spoken Here - Getting Started Exercise Book, pp. 70-71 b) English for Adult Competency 1, p. 19
Identify the months of the year and the days of the week.	2.3.2				

COMPETENCIES	**CASAS #**	*** * * * L E S S O N**		**P L A N S * * * ***	**SUPPLEMENTARY MATERIALS/ RESOURCES/ACTIVITIES**
		Number	**Subtopic**	**Instructional Materials**	
Interpret clock time.	2.3.1	4	Clock Time	a) English Spoken Here - Getting Started Text, pp. 106-107 b) English Spoken Here - Getting Started Exercise Book, pp. 66-67 c) Real-Life English 1, pp. 43, 47, 49 d) Telling Time Bingo	a) Lifelines 1, pp. 31-34
Count by tens up to one hundred.					
2.0 TOPIC: TRANSPORTATION					
Identify American coins and currency by name.		5	Coins and currency	a) Lifelines 1, pp. 21-24 b) English Spoken Here-Consumer Information Text, pp. 4-13, 18, 22-23 c) Money Bingo d) Money Memory	
Count, convert, and use coins and currency.	1.1.6				
Ask for and make change.					
Recognize and correct mistakes in making/receiving change.					
Interpret maps.	1.1.3	6	Automobiles and Road Signs	a) English for Adult Competency 1, pp. 69, 74-77 b) English that Works 1, pp. 104-105, 115-119	a) Road maps
Identify different types of transportation in the community.	2.2.3				
Identify signs related to transportation.	2.2.2				
Identify parts of a car (outer).					
Ask for service at a gasoline station.					
Identify common road and highway signs.					

COMPETENCIES	**CASAS #**	*** * * * L E S S O N**		**P L A N S * * * ***	**SUPPLEMENTARY MATERIALS/ RESOURCES/ACTIVITIES**
		Number	**Subtopic**	**Instructional Materials**	
Interpret and follow directions found on signs.	2.5.4	7	Schedules and Fares	a) Real Life English 1, pp. 119-120 b) English for Adult Competency 1, pp. 71-72 c) Lifelines 1, pp. 34, 37 d) English that Works 1, pp. 120-122 e) Expressways 1, pp. 18-25	a) English Spoken Here - Getting Started, Text, pp. 64-67, 68-73, 82-83, 132-133, Exercise Book, pp. 44-45, 70, 72 b) On the Job 2, p. 120. c) Speaking of Survival, pp. 130-132, 140. d) Local maps. e) Bus schedules and fares.
Interpret transportation schedules and fares.	2.2.4				
Request information about bus routes and fares.					
Ask for and give information about location and directions.					
3.0 TOPIC: JOB SEARCH					
Identify different professions/ occupations.		8	Different Occupations	a) English Spoken Here - Getting Started Text, pp. 98-103 b) English for Adult Competency 1, pp. 123, 126, 128-129 c) English Spoken Here - Getting Started Exercise Book, p. 94	a) Speaking of Survival, pp. 82-83 b) English Spoken Here - Getting Started, Text, pp. 98-99, Exercise Book, pp. 60-61 c) English for Adult Competency 1, p. 16 d) Expressways 1, pp. 93-97
Identify general duties associated with common occupations.					
Identify and use sources of information about job opportunities such as job descriptions and job ads.	4.1.3				
Describe the type of work done in the past (native country or U.S.).					

COMPETENCIES	CASAS #	* * * * LESSON		PLANS * * * *	SUPPLEMENTARY MATERIALS/ RESOURCES/ACTIVITIES
		Number	Subtopic	Instructional Materials	
Interpret simple job announcements. Interpret job ads. Interpret alphabetized lists and indexes. Locate sections of a newspaper using indexes.		9	Want ads	a) English Spoken Here - Getting Started Text, pp. 117-118, 136-139, b) English for Adult Competency 1, pp. 124-125 c) English Spoken Here - Getting Started Exercise Book, p.74-75 d) English that Works 1, pp. 69-70, 86-88 e) Real-Life English 1, pp. 105-106 f) Classified Ads from Local Newspapers.	a) English Spoken Here - Getting Started Text, p. 101, Exercise Book, p. 96 b) It's Up to You, pp. 25-36
Use the telephone directory and related publications to locate information. Interpret alphabetized lists and indexes. Use directory assistance to locate information. Request information about jobs using the telephone. Initiate and participate in a job inquiry call with appropriate telephone etiquette.	2.1.1	10	Using the Telephone	a) English that Works 1, pp. 100-103 b) Expressways 1, p.10 c) English Spoken Here - Getting Started Text, pp. 102-103 d) Local Telephone Directory	a) English Spoken Here - Getting Started Text, pp. 39-41, 48-49, 136-137, 140-141, Exercise Book, pp. 92-93 b) English for Adult Competency 1, p. 130 c) It's Up to You, pp. 47-60, 73-80 d) Tele-VESL, p. 1-6

4.0 TOPIC: APPLYING FOR A JOB

COMPETENCIES	CASAS #	**** LESSON		PLANS ****	SUPPLEMENTARY MATERIALS/ RESOURCES/ACTIVITIES
		Number	Subtopic	Instructional Materials	
Interpret and complete job application forms. Give information about previous work experience. Describe abilities and skills. Inquire about a job and set up an appointment for an interview.	4.1.2	11	Job Application Forms	a) Expressways 1, pp. 40-41 b) English for Adult Competency 1, pp. 127, 130, 135 c) English Spoken Here - Getting Here Text, pp. 104-105, 113-114 d) Real-Life English 1, pp. 102-103, 107	a) English Spoken Here - Getting Started Text, pp. 142-143, Exercise Book, p. 77 b) It's Up to You, p. 82-90 c) Lifelines 2, pp. 11-14 d) Your First Job, pp. 74-75
Identify most common articles of clothing. Describe clothing in terms of color and fabric. Interpret clothing and pattern sizes. Ask for items in a clothing store. Interpret information or directions to locate consumer goods. Identify appropriate clothing to present a positive image during an interview.		12	Dressing for an Interview	a) English for Adult Competency 1, pp. 109-110, 113-114 b) Lifelines 1, pp. 51-53 c) Real-Life English 1, pp. 63-65 d) English Spoken Here - Consumer Information Text, pp. 78-81	a) Oxford Picture Dictionary, pp. 10-13

COMPETENCIES	**CASAS #**	*** * * * LESSON**		**PLANS * * * ***	**SUPPLEMENTARY MATERIALS/ RESOURCES/ACTIVITIES**
		Number	**Subtopic**	**Instructional Materials**	
Identify appropriate behavior and attitudes for getting a job.	4.1.7	13	The Job Interview	a) English for Adult Competency 1, pp. 131-133, 136-137 b) English Spoken Here - Getting Started Text, pp. 110-112, 144-146 c) Expressways 1, pp. 42-47	a) Speaking of Survival, p. 92 b) Speaking Up at Work, pp. 11-13 c) Your First Job, p. 50 d) It's Up to You, pp. 61-72, 91-113
Recognize standards of behavior for job interviews.	4.1.5				
Select appropriate questions and reponses during job interviews.	4.1.5				
Initiate and participate in a job follow-up call.					
5.0 TOPIC: FORMS ON THE JOB					
Interpret general work related vocabulary.	4.1.6	14	Schedules and Time Sheets	a) Speaking Up at Work, pp. 11-14, 33-37 b) English that Works 1, pp. 135-143	a) Speaking Up at Work, pp. 43-47, 73-85, 91-96, 141-145, 155-161 b) Lifelines 1, pp. 91-94 c) Tele-VESL., pp. 7-10, 11-15
Interpret job shifts and schedules.					
Interpret and complete time cards and/or employee time sheets.					
Calculate with units of time.					
Interpret wages, wage deductions and benefits.	4.2.1	15	Getting paid	a) English that Works 1, pp. 144-148, 151-152, 154-166 b) English for Adult Competency 1, p. 134	
Interpret wage information charts, pamphlets and forms.	4.2.1				

COMPETENCIES	CASAS #	* * * * L E S S O N		P L A N S * * * *	SUPPLEMENTARY MATERIALS/ RESOURCES/ACTIVITIES
		Number	Subtopic	Instructional Materials	
Interpret the procedures and forms associated with banking services. Differentiate between the use of savings and checking accounts. Interpret parts of a check. Fill out a personal check. Fill out a deposit slip.	1.8.2	16	Opening a bank account	a) English for Adult Competency 1, p. 141-142, 144 b) Sample Checks and Deposit Slips	
6.0 TOPIC: HEALTH AND SAFETY					
Identify basic parts of the body. Identify common aches and pains. Interpret information about illness, including the description of symptoms and doctor's directions. Identify information necessary to make or keep medical appointments.		17	Common Pains	a) English for Adult Competency 1, pp. 53-56	a) Lifelines 1, pp. 81-88

COMPETENCIES	CASAS #	* * * * L E S S O N		P L A N S * * * *	SUPPLEMENTARY MATERIALS/ RESOURCES/ACTIVITIES
		Number	Subtopic	Instructional Materials	
Identify and use necessary medications.		18	Medicine and Calling in Sick	a) English for Adult Competency 1, pp. 58, 60-61, 65 b) Speaking Up at Work, pp. 15-19	a) English that Works 1, pp. 106-108, 110-112 b) Speaking of Survival, pp. 2-3, 14 c) Lifelines 2, pp. 81-89 d) Speaking Up at Work, pp. 15-19
Interpret product label directions, warnings, danger signs and symbols.	3.4.1				
Interpret temperatures.	1.1.5				
Discuss health problems and communicate excuses to a supervisor.					

EMPLOYABILITY DEMONSTRATION COMPONENT

LESSON PLAN (1)

LEVEL: A

UNIT TOPIC: Personal Identification and Communication

TOPIC FOR THIS LESSON: Greetings and Introductions

INSTRUCTIONAL OBJECTIVE:
1) to initiate and respond to greetings and leavetakings;
2) to identify individual needs;
3) to introduce oneself and/or a friend to someone else;
4) to learn the names and at least one other item of information about everyone in the class.

CONTENT:

1) Greetings: hello/hi
   How are you?
   Fine, and you?
   not bad/okay

2) Leavetakings: good-bye/'bye
   see you later
   see you tomorrow
   so long

3) Introductions: My name is ______________./
   I'm ____________.
   (I'm) Pleased/happy to meet you. (,too)
   I'm from _______________.
   I've been here for __________.
   This is my friend ___________.
   Where are you from?
   How long have you been here?
   What's your name?

PROCEDURE:

1) Teacher introduces him/herself and goes around the room asking students for their names and exchanging greetings. Have students introduce themselves to their neighbors.

2) Give students EDC Student Interest Assessment handout. Explain any vocabulary they do not understand using mime or demonstrating action. Have them fill in the information and have a short discussion about what they feel is most important.

3) Go over a short dialog of greetings (EACI or Lifelines 1). Read aloud several times. Students should listen with their books closed. Have them repeat (without looking at the book), line by line, until they begin to feel comfortable with it. Have them open the books and listen to the dialog once or twice following along. Have students repeat once more as a group. Divide the class in half and have each side take a role. Practice in this manner once or twice and then ask for volunteers to read on a one-on-one basis. Have everyone do this at least once.

4) Introduce a new dialog about introductions. Use similar procedure - skip closed book part, have students repeat as a group, etc.

5) Turn to p. 2 in the EXP1 handout. Have students describe the drawing. Read the short conversation between Carlos and Kim. Have student repeat. Review the conversation again using the information in #1 (name changes). Have student work in pairs to complete the rest of the exercises on the page. Repeat the procedure for p. 3.

6) Give each student a blank index card and pair them off. Have them work together for 10-15 minutes, finding out basic information about each other. Have them write it up as a dialog (based on the other two) to present to the class as a means of introducing each other to the rest of the students.

INSTRUCTIONAL MATERIAL: EDC Student Interest Assessment handout;
Lifelines 1, pp. 1-8;
English for Adult Competency I, pp. 3, 5;
Expressways 1, pp. 2-3;
Blank index cards.

EVALUATION/ASSESSMENT:
1) conversation including greeting and leavetaking
2) introduction of another student to the class

ADDITIONAL ACTIVITIES:
1) Broken sentence activity: Write the words to a short dialog on blank index cards or pieces of paper and shuffle. Have students work in small groups (3-4). Give each group a set of words and

have them unscramble and put in order.

EMPLOYABILITY DEMONSTRATION COMPONENT

LESSON PLAN (2)

LEVEL: A

UNIT TOPIC: Personal Identification and Communication

TOPIC FOR THIS LESSON: Personal Information

INSTRUCTIONAL OBJECTIVES:

1) to recite the alphabet;
2) to identify cardinal numbers (1-20);
3) to identify ordinal numbers;
4) to ask for and give the following: correct spelling of name, address, telephone number and social security number;
5) to interpret and complete simple forms.

CONTENT:

1) alphabet, paying special attention to:
   a, b, e, g, h, i, j, v, y *
   How do you spell it?

2) cardinal numbers 1-20, also spelled out

3) ordinal numbers:
   first
   second
   third
   fourth
   fifth
   sixth
   seventh
   last

4) What's your telephone number?
   What's your address?/Where do you live?
   What's your social security number?
   My telephone number (etc) is ____________.

PROCEDURE:

1) Warm-up: review greetings and introductions, going around the room. Give everyone a chance to speak.

2) Go over the alphabet and have students repeat, letter by letter, emphasizing a,e,g,h,i,j,y, which might present problems. Pick students randomly and ask them to spell their names. Someone (the teacher or another student) should be at the board writing down the spellings given. Use the chain method to give everyone a chance to practice spelling. (Also see Additional Activities #1.)

3) Turn to EXP1, p. 4, and have students discuss what is happening in the picture. Read the conversation aloud. Have students repeat and practice. Have two students volunteer to do the first substitution exercise. Have two more students repeat the same exercise before continuing with the rest. Break students up into pairs or small groups to review these conversations once more and make up new ones using their own personal information.

4) Moving to numbers, write the numerals (1-20) and their spellings on the board. Go over these as a class. Have them practice by giving their addresses and telephone numbers. Review dialogs in EACI, EXP1 or LL1. For written practice, turn to ESH-GS, p. 36, and have students write out the answers for the first two exercises. (Also see Additional Activities #2.)

5) Telephone Number Activity: Hand each student a blank index card and have them write their telephone number on it. Collect, shuffle and redistribute cards so that no one has their own number. Make sure that students understand ordinal numbers.

Object of activity: To give students practice saying/using numbers and to get them to talk in front of the class.

Activity procedure: One student will be at the front of class. He/she will be asking questions, trying to identify whose number is on the card. If the number is 554-2647, sample questions might be:

Who has a "4" for the third number?
The fifth number is a 6.

Students whose telephone numbers fit the comment raise their hands. As the student with the card gives more detail, fewer students will have their hands raised. When the students with raised hands are narrowed down to three or four, the student seeking the information can choose one and ask:

Is your telephone number 554-2647?

The response will be either "No, I'm sorry", or "Yes, it is." If the answer is "no" the above procedure can continue. If it is "yes" the asker can then introduce him/herself using previously studied expressions: "My name is _____. What's yours?" and "Pleased to meet you," etc., before turning over the floor to that person. The whole procedure is repeated until everyone has had a chance to be the asker.

INSTRUCTIONAL MATERIALS: English Spoken Here - Getting Started, Exercise Book, p. 36;
Lifelines 1, pp. 11-18;
English for Adult Competency I, p. 4, 8, 11-12;
English Spoken Here - Getting Started, pp. 18-19, 88-89;
Expressways 1, pp. 4-7.

EVALUATIONAL/ASSESSMENT:
1) correct spelling of first and last name;
2) correct presentation of address, telephone number and social security number, if applicable.

ADDITIONAL ACTIVITY:
1) As a means of reviewing the alphabet, teach students the ABC's song and have them sing it.

2) Make memory sets with numerals and numbers written out. Have students work in small groups (3-5). Cards should be spread out (on a table or the floor) face down. The first students will pick two cards and put them face up where they are. If the cards match, the student keeps the pair and picks again. If they do not match, it is the next student's turn. This continues until all the cards are paired. The student with the most pairs wins.

** NOTE ** The letters for special practice have been isolated for Spanish speaking students.

EMPLOYABILITY DEMONSTRATION COMPONENT

LESSON PLAN (3)

LEVEL: A

UNIT TOPIC: Personal Identification and Communication

TOPIC FOR THIS LESSON: Family and Calendar Time

INSTRUCTIONAL OBJECTIVES:
1) to identify family relationships;
2) to indentify the months of the year and the days of the week.

CONTENT:

1)
mother
father
son
daughter
sister
brother
aunt
uncle
grandfather
grandmother
grandson
granddaughter
child/-ren
grandchild/-ren
cousin
husband/wife

Are you married? single?
Do you have children?
How old are they?
I'm married/not married/single/divorced/widowed

2)
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday
today
January
February
March
April
May
June
July
August
September
October
November
December
tomorrow
yesterday
last week
next week
month
year
When is your birthday?
When were you born?

PROCEDURE:

1) Introduce the subject of family members by asking students personal questions about marital status and children. Show picture of the family (EAC I. p. 14 copied onto a transparency) and see if students can identify the members. Have them ask each other questions about their families: Who lives in your house? Who lives with you? Review regular plurals with -s and the irregular -ren.

2) Have students take out the dialog they wrote the first day, get together with that partner and update it, i.e. lengthen the conversation using what they've learned thus far. They should be prepared to present their revised conversations in front of the class.

3) Ask if students know what day it is. Go over the days of week, and also introduce today, tomorrow and yesterday. Have them repeat each day several times. Once they are familiar with the vocabulary. Ask them questions:

   What's today? tomorrow?
   What was yesterday?
   What days do we have class? etc.

4) Repeat the procedure with the months of year. Questions could include:

   When is your birthday?
   What's this/next month?
   What was last month?

   The exercises on pp. 108-109 of ESH-GS (text) and pp. 68-69 of ESH-GS (workbook) contain more exercises of this type.

5) Go over writing dates (long and short forms) emphasize M-D-Y order. Give a short (five or six dates) dictation to assure mastery of these forms.

INSTRUCTIONAL MATERIALS: English Spoken Here - Getting Started Text, pp. 108-109;
English Spoken Here - Getting Started, Exercise Book, pp. 68-69;
English for Adult Competency 1, p. 14;
blank index cards.

EVALUATION/ASSESSMENT:
1) revised dialogs/conversations (oral)
2) date form dictation.

EMPLOYABILITY DEMONSTRATION COMPONENT

LESSON PLAN (4)

LEVEL: A

UNIT TOPIC: Personal Identification and Communication

TOPIC FOR THIS LESSON: Clock time

INSTRUCTIONAL OBJECTIVES:
1) to count by tens up to one hundred;
2) to interpret clock time.

CONTENT:
1) numbers: 20, 30, 40, 50, 60, 70, 80, 90, 100;
2) expressions of time.

PROCEDURE:

1) Start the lesson by asking what time the class begins and ends. Then ask what time it is at that particular moment. Some students may already know how to tell time in English, but many will not. Draw a clock on the board. Fill in the numbers, but do not draw hands or indicate a particular time. Starting at midnight (12:00), point to each hour and have students repeat (e.g., one o'clock, two o'clock,...) until noon is reached. The hours between midnight and noon are indicated by "a.m." and those between noon and midnight by "p.m." Go back to the 12 and have students count out the minutes by fives. Go over the tens (20, 30, etc.) if they do not already know them.

2) Turn to p. 106 in ESH-GS (text). Read the time under the clocks aloud and have students repeat. Students may have difficulty understanding that "to" and "of" the hour mean minutes until the next hour. They may need extra practice with these. Go over the first exercise on p. 107 as a class. Ask individual students to respond to the questions in the second exercise. This can further be expanded by setting the students up in pairs and having them do a "Daily Routine" interview. Questions would have the following formats: What time do you ...? or When do you ...? and should be varied enough to get a basic picture of the students' daily routine.

The partners then go up to the front of the class and give a short report: This is Maria Garcia. She gets up at 6:00 a.m. She has breakfast at... In the afternoon, she..., etc. It need not be too long; a five to ten line limit could be set.

3) Give students the matching handout from ESH-GS (workbook), p. 66, and have them complete the exercise. This should take about five to ten minutes, and can be checked as the instructor walks around the room. To make it a bit more difficult, have students write out (in words) the time shown on the clocks. If there is more than one way to say it, they should indicate this. The exercise on p. 67 can be started in class and completed at home if time is running short. It is a good measure of how well students have grasped the concepts of "to" and "of".

4) Play Telling Time Bingo. Hand each student a card and several chips. Shuffle the cards that have the time written on them and place them face down. Pick one card. Call out the time. Students who have a match should put a chip on their card. The first student to cover all the clocks wins. The winner should draw his/her card's clocks on the board and identify the time indicated by each. A small prize (e.g. a free Coke at break time, or a candy bar the next class) can be given if the instructor so desires. The game can be played again if the students need more practice with telling time.

INSTRUCTIONAL MATERIALS: English Spoken Here-Getting Started Text, pp. 106-107;
English Spoken Here-Getting Started Exercise Book, pp. 66-67;
Real-Life English 1, pp. 43, 47, 49;
Telling Time Bingo.

EVALUATION:
1) matching clock exercise;
2) "Daily Routine" report;
3) Bingo game.

EMPLOYABILITY DEMONSTRATION COMPONENT

LESSON PLAN (5)

LEVEL: A

UNIT TOPIC: Transportation

TOPIC FOR THIS LESSON: Coins and Currency

INSTRUCTIONAL OBJECTIVE:
1) to identify American coins and currency by name;
2) to count, convert and use coins and currency;
3) to ask for and make change;
4) to recognize and correct mistakes in making/receiving change.

CONTENT:
1) money vocabulary:
   - penny
   - nickel
   - dime
   - quarter
   - half-dollar
   - (a) one
   - (a) five
   - (a) ten
   - (a) twenty
2) requesting change.

PROCEDURE:
1) Open the lesson by reviewing the two dialogs on p. 21 of LL1. Read the first one aloud, have student repeat once or twice. Students may have difficulty with the "anyway" at the end of the conversation. The exact meaning is not important for them at this time as long as they understand that it is being used as part of an idiomatic expression. Have a few students volunteer to read in pairs before moving to the next exchange. Repeat the procedure.

2) Review the Practice section (coins and bills) on the bottom of LL1, p. 21. For a more in-depth explanation of money vocabulary, turn to pp. 4-5 of ESH-CI (text). Students usually show an interest in the people represented on American coins and bills. The symbols used to write amounts are shown on p. 5. Different ways of counting are reviewed on pp. 6-7 to give students the opportunity to practice using numbers in English. Exercises for counting money and making change can be found in LL1, pp. 22-23, and ESH-CI, pp. 8-9, 13. ESH-CI also has more conversations about making change on pp. 9-10 and about correcting mistakes in change on pp. 22-23. The exer-

cises can be done orally or in writing. Have students work in pairs to do the "Enough/Not Enough" exercise on p. 18 of ESH-CI.

3) Have work students in pairs to ask each other questions about change. They should use real money (whatever they have with them) and give the wrong change to generate conversation.

4) Have students play Money Bingo or Money Memory.

INSTRUCTIONAL MATERIALS: English Spoken Here-Consumer Information Text, pp.4-13, 18, 22-23;
Lifelines 1, pp. 21-24;
Money Bingo;
Money Memory.

EVALUATION: 1) correct identification of coins and bills;
2) correct change given and incorrect change rectified.

EMPLOYABILITY DEMONSTRATION COMPONENT

LESSON PLAN (6)

LEVEL: A

UNIT TOPIC: Transportation

TOPIC FOR THIS LESSON: Automobiles and Road Signs

INSTRUCTIONAL OBJECTIVES:
1) to identify different types of transportation in the community;
2) to identify signs related to transportation;
3) to identify different parts of a car (outer);
4) to ask for service at a gasoline station;
5) to identify common road and highway signs;
6) to interpret maps.

CONTENTS:
1) modes of transportation;
2) parts of a car (outer);
3) services offered by a gasoline station;
4) road and highway signs;
5) community maps.

PROCEDURE:
1) Ask students how they get to school and work to begin the discussion of transportation. Have them identify as many forms of transportation as possible, including more unusual ones like skateboards, space shuttles and roller skates. Turn to p. 69 in EACI and read the short conversation out loud. Have students repeat. Go over the Practice section and have students practice the conversation, substituting different expressions for the ones found in the dialog.

2) Turn to p. 74 in EACI. Read the conversation and go over any unfamiliar vocabulary. Look at the diagram on p. 75 to identify car parts. Have students repeat and practice. Review the vocabulary on p. 75. Have students add other car parts that they may be familiar with and discuss the different types of services offered by gas stations. Also, the differences between self-serve and full-service stations can be mentioned, in terms of price and incentives. Have students work in pairs to create

conversations that could take place at a gas station.

3) Go over the road sighs on p. 76 and what they mean (write them out on the board, if necessary). Have students complete the matching exercise on p. 77 and review orally. Students should look for and make a list of signs (general as well as traffic ones) that appear on their way to and from work or class to share with the rest of the class.

4) Turn to p. 104 of EW1. Go over the conversation in the middle of the page and have students repeat. This corresponds to #1 of the exercises on that page. Substitute the information in #2 for the underlined sections of the conversation. Have students repeat the new conversation and work in pairs to complete the rest of the exercises on the page. They can do the writing exercise on p. 105 for additional practice.

5) Have students read the Getting Ready section on p. 115 of EW1. Review the conversation between the tourist and the resident. Have them locate the police station, grocery store, library and adult school, starting where the star is on the top of the map. They can work in pairs to practice the second conversation on p. 116 and the writing exercise on p. 117. Turn to the activity on p. 18. Working in pairs, one student will look at the map on the right (covering the left one). Have them ask each other questions about locating the different places to find them on their map. They can do the On Your Own exercise on p. 119 as an optional activity.

INSTRUCTIONAL MATERIALS: English for Adult Competency I, pp. 69, 74-77;
English that Works 1, pp. 104-105, 115-119.

EVALUATION:
1) correct identification of car parts (p. 75, of EACI);
2) correct identification of rad signs (p. 76 EACI);
3) matching exercise on p. 77 of EACI;
4) partner exercise, EW1 (p. 118).

EMPLOYABILITY DEMONSTRATION COMPONENT

LESSON PLAN (7)

LEVEL: A

UNIT TOPIC: Transportation

TOPIC FOR THIS LESSON: Schedules and Fares

INSTRUCTIONAL OBJECTIVES:
a) to interpret transportation schedules and fares;
b) to request information about bus routes and fares;
c) to ask for and give information about location and directions;
d) to interpret and follow directions found on signs.

CONTENT:
1) bus information: routes and fares;
2) bus/train schedules: departures and arrival times;
3) transfers;
4) calculating length of bus/train ride from one place to another;
5) expressions of location.

PROCEDURE:
1) Continue discussing on giving directions. Turn to p. 120 in EW1 and go over the items in Getting Ready section before reading the conversation aloud. Have them practice finding the items on pp. 120-121 and then do the writing exercise on p. 122.

2) Turn to p. 18 of EXP1. Have students look at the picture above the first conversation and have them describe what is happening. Read the conversation aloud once and then have them repeat and practice several times in different combinations (i.e., teacher read A, student reads B: half the class reads A, the other half reads B: etc.) Go over the rest of the conversations on p. 18 for variety . Have students work in pairs to create their own conversations using the information supplied on p. 19. More directions-giving dialogs can be found on pp. 22-25 of EXP1.

3) Read the dialog on the top of p. 71 (EACI - Taking the Bus). Have students repeat and practice. Do the same for Bus Schedules on the bottom of the page. Ask students if they take the bus and if so, how often it passes by. EXP1 has more conversations about asking for bus information on pp. 20-21.

4) Turn to the map and schedule for Bus #20 in RLE1, p. 119. Carefully go over each stop made starting from the airport, following a circular pattern. This is reflected in the times. Have students follow the route as the teacher reads the stops and the first set of times aloud. Notice that 5th and Capitol in the last stop before the Bus Station and that the sign changes at that point. Have students calculate the time it takes to get from one stop to another (eg., from 9th and Park to the Airport, or from 12th and Park to 9th and Capitol). If students seem to have trouble with this particular page, another bus schedule can be substituted, as long as they understand the concept. (LL1, p. 34 has a simplified train schedule with only two cities on it). If students follow p. 119, turn to p. 120 and complete the sentences as a class. Teachers can write these on the board. Students can do the matching exercise individually or in pairs.

5) Review the Transfer, Please conversation in EACI, p. 72. Have students repeat several times and practice in pairs.

6) Go over the short exchange between Tomas and John in LL1, p. 37. Review different expressions of location given on the bottom of the page and then practice the model using the information provided. Have students work in pairs to complete the exercise orally.

7) Have students call the local community bus station. The teacher can give them the telephone number or have them look it up in the telephone book. They will be asking for information (times, bus numbers, fares) on how to get to one, or more places from their homes.

For example, students in Miami will call the

Metro-Dade station office in Coral Gables for bus route information in the South Florida area and use the following locales as their destinations:

a) The Miami Arena (Downtown)
b) Bayside (Downtown)
c) Dadeland (Kendall)
d) The Miami Beach Convention Center
e) The Biltmore Hotel (Coral Gables)

Have them write down the information obtained to share with the rest of the class.

INSTRUCTIONAL MATERIALS: Real-Life English 1, pp. 119-120;
English for Adult Competency I, pp. 71-72;
Lifelines 1, pp. 34, 37;
English that Works 1, pp. 120-122;
Expressways 1, pp. 18-25.

EVALUATION:
1) correct identification of arrival time and duration of trip for a specific destination given a bus schedule and point of departure;
2) written information obtained from the local community bus station.

EMPLOYABILITY DEMONSTRATION COMPONENT

LESSON PLAN (8)

LEVEL: A

UNIT TOPIC: Job Search

TOPIC FOR THIS LESSON: Different Occupations

INSTRUCTIONAL OBJECTIVES:
1) to identify different professions/occupations;
2) to describe the type of work done in the past (native country or United States);
3) to identify general duties associated with common occupations;
4) to identify and use sources of information about job opportunities such as job descriptions and job ads.

CONTENT:
1) what do you do? (employment vocabulary);
2) job descriptions;
3) opportunities for job training/vocational education.

PROCEDURE:
1) Ask each person what he/she does (or did in their native country) for a living and what his/her ideal career would be. Turn to the pictures in ESH-GS (text), pp. 98-99 or EACI, pp. 128-129 and identify the different occupations adding descriptions where possible. Have students do the matching exercise on p. 94 of ESH-GS (workbook) for additional practice.

2) Discuss different ways of finding out about jobs. Read the conversations on pp. 100-101 in ESH-GS (text). Have students repeat and practice. Do the exercises on p. 101 orally. Go over the dialogs on pp. 102-103. Have students repeat and practice with a partner. Students can also read and practice the conversations on pp. 123 and 126 of EACI.

INSTRUCTIONAL MATERIALS: English Spoken Here - Getting Started Text, pp. 98-103;
English for Adult Competency I, pp. 123, 126, 128-129;
English Spoken Here - Getting Started Exercise Book, p. 94.

EVALUATION: 1) given a series of pictures depicting different occupations, students can correctly identify them;
2) matching exercise on p. 94 of ESH-GS (workbook);
3) correct identification of at least three sources of information related to job opportunities.

ADDITIONAL ACTIVITES: Have students call an agency that deals with vocational training and/or job skills preparation for information about the program. They can make a short oral report and discuss it with the other students.

EMPLOYABILITY DEMONSTRATION COMPONENT

LESSON PLAN (9)

LEVEL: A

UNIT TOPIC: Job Search

TOPIC FOR THIS LESSON: Want Ads

INSTRUCTIONAL OBJECTIVES:

1) to interpret simple job announcements;
2) to interpret job ads;
3) to interpret alphabetized lists and indexes;
4) to locate sections of a newspaper using idexes.

CONTENT:

1) alphabetizing;
2) to interpret alphabetized lists and indexes;
3) job announcements;
4) help wanted ads (abbreviations).

PROCEDURE:

1) Begin the class with the alphabetizing exercises on pp. 136-137 of ESH-GS (text). Go over the already alphabetized jobs and see if students can identify duties associated with them. Have them do the exercise on the bottom of the page as well as the activities on p. 137.

2) Turn to p. 69 in EW1. Have students alphabetize the jobs under Task A. Go over the job announcements in the middle of the page. Have students work pairs following the model of "I'd like to be...." and "Place 'X' has an opening". Have them also complete Task C on p. 70. They can do On Your Own on the bottom of the page as an optional activity.

3) Job announcements are expanded to include duties on pp. 86-87 of EW1. Have students read the samples on p. 86. Go over any unfamiliar vocabulary before they answer the questions (orally or in writing) on p. 87. Have them work in pairs again to practice the conversations under Task B. Give each student a blank index card and have them copy the chart on p. 88. Once they interview the four classmates they can pick

two to present to the class in a brief oral report.

4) Turn to pp. 124-125 in EACI. Have students look at the Reading the Want Ads conversation on the top of p. 124 to familiarize themselves with the type of vocabulary found in job ads. Have them repeat one or both of the conversations and practice in pairs. Look at the want ads on p. 125. Write the abbreviations on the board (e.g., wpm. nec. min, exper/exp, p/t, f/t, etc.) and the page, making sure students understand what is required for each position.

5) Turn to the ads on pp. 117-118 of ESH-GS (text). Have different students volunteer to read each ad on p. 117 aloud. Go over the questions on the bottom of the page orally. Have students read the ads on p. 118 and answer the questions on their own. Review as a class activity. For additional practice in interpreting ads, do the exercise on p. 138 and have students work in pairs to fill in the conversation on p. 139.

6) Turn to the One on One activity on pp. 105-106 of RLE 1. At first this exercise may seem confusing to students, but it provides a good means of practice for listening comprehension. Students work in pairs, one person looking at p. 105 and the other looking at p. 106. Both should carefully read the ad at the top of their page. The first speaker begins the conversations by choosing a,b or c under #1 on p. 105. The partner then looks at the choices under #1 on p. 106 and selects the appropriate response. The first speaker will continue the conversation by choosing an answer from the selections under #2. The two continue in this fashion until the conversation ends with the second speaker on #4. Students can repeat the activity by switching partners and/or page numbers and choosing a different opening line under #1.

INSTRUCTIONAL MATERIALS: English Spoken Here - Getting Started Text, pp. 117-118, 136-139;
English for Adult Competency I, pp. 124-125;

English Spoken Here - Getting Started Exercise Book, pp. 74-75;
English that Works 1, pp. 69-70, 86-88;
Real-Life English 1, pp. 105-106;
Classified ads from a local newspaper.

EVALUATION:
1) alphabetizing exercise (p. 136, ESH-GS text);
2) matching exercise on p. 75 of ESH-GS (exercise book);
3) classmate interview/oral report;
4) list of five personal traits;
5) written out interpretation of three ads from a local newspaper.

EMPLOYMENT DEMONSTRATION COMPONENT

LESSON PLAN (10)

LEVEL: A

UNIT TOPIC: Job Search

TOPIC FOR THIS LESSON: Using the Telephone

INSTRUCTIONAL OBJECTIVE:
1) to use the telephone directory and related publications to locate information;
2) to interpret alphabetized lists and indexes;
3) to use directory assistance to locate information;
4) to request information about jobs using the telephone;
5) to initiate and participate in a job inquiry call with appropriate telephone etiquette.

CONTENT:
1) telephone book;
2) directory assistance;
3) requesting information over the telephone.

PROCEDURE:
1) Have students practice using telephone directories by turning to the samples on pp. 100-101 of EW1. Go over Task A on p. 101 orally and have students work in pairs to complete Task B on p. 102. Give them blank index cards to do the interview activity (On Your Own) on pp. 102-103. For additional practice, have students come up with short lists of items to look for in the local white and yellow pages (e.g., veterinarian, party supply shop, shoe repair, etc.)

2) EXP1, p. 10, has a conversation dealing with directory assistance. Have students look at the picture and describe the situation. Read the dialog aloud once and then read it again, having students repeat once or twice. Divide the class in half. One side will be "A" and the other side will be "B". Have them go through the conversation and then switch roles. Have students volunteer to read in pairs.

3) Turn to the first substitution exercise on p. 10 of EXP1. Write out the frame of the conversation on the board, leaving blank spaces where new information will be put in:

A. Directory assistance. What city?

B. ________________. I'd like the number of ________________.

A. How do you spell that?

B. ________________________.

A. What street?

B. ________________________.

A. Just a moment...The number is ____________.

Have students volunteer to fill in the new information and practice the new conversation aloud. Repeat the procedure for the rest of the exercises and then have students practice in pairs or small groups.

4) Have a brief discussion on calling for information related to jobs. What would students say? How would they request the information they need? Turn to pp. 102-103 in ESH-GS (text). Have students volunteer to read the different conversations aloud. Go over any unfamiliar vocabulary. Have them work in twos or threes to fill in the missing words on p. 103. Once they feel comfortable with the expressions used, have them create a situation in which they must call for job information. Have them role play for the rest of the class. (They can write out the conversations first, if they want, but they should get used to coming up with the language they need without using a script.)

INSTRUCTIONAL MATERIALS: English that Works 1, pp. 100-103;
Expressways 1, p. 10;
English Spoken Here - Getting Started Text, pp. 102-103:
local telephone directories.

EVALUATION: 1) telephone directory exercises (EW1, p. 101);

2) role play: calling for job information.

EMPLOYABILITY DEMONSTRATION COMPONENT

LESSON PLAN (11)

LEVEL: A

UNIT TOPIC: Applying for a Job

TOPIC FOR THIS LESSON: Job Application Forms

INSTRUCTIONAL OBJECTIVES:
1) to interpret and complete job application forms;
2) to give information about previous work experience;
3) to describe abilities and skills;
4) to inquire about a job and set up an appointment for an interview.

CONTENT:
1) job application forms;
2) making appointments.

PROCEDURE:
1) Before discussing and filling out job application forms, have students practice making telephone calls to set up appointments and/or interviews. Turn to pp. 40-41 of EXP 1. Have students look at and describe the picture. Discuss other things that a cook does besides making eggs and sandwiches. Read the dialog aloud and have students repeat. Have them practice the substitution exercises in pairs or small groups. Similar dialogs can be found on pp. 127 and 130 of EACI and pp. 104-105 of ESH-GS (text). Have students role play a situation in which they call a company to make an appointment for an interview.

2) Turn to pp. 192 in RLE1 and discuss the employment records. Go over the questions orally. Have students "interview" four classmates to find out about their previous employment records and make a short report to the rest of the class.

3) Have students look at sample job application forms (RLE1 p. 107; EAC1, p. 135; ESH-GS, pp. 113-114). Identify and discuss the different components of the form. Ask students questions about the information on the filled in form in ESH-GS (p. 113). Have them fill in a blank applicaton form with their own information.

INSTRUCTIONAL MATERIALS: Expressways 1, pp. 40-41;
English for Adult Competency I, pp. 127, 130, 135;
English Spoken here - Getting Started Text, pp. 104-105, 113-114;
Real-Life English 1, pp. 102-103, 107.

EVALUATION:
1) role play: calling for an appointment and/or interview;
2) reports about other students' employment records;
3) correctly filled out job application forms.

EMPLOYABILITY DEMONSTRATION COMPONENT

LESSON PLAN (12)

LEVEL: A

UNIT TOPIC: Applying for a Job

TOPIC FOR THIS LESSON: Dressing for an Interview

INSTRUCTIONAL OBJECTIVE:
1) to identify most common articles of clothing;
2) to describe clothing in terms of color and fabric;
3) to interpret clothing and pattern sizes;
4) to ask for items in a clothing store;
5) to interpret information or directions to locate consumer goods;
6) to identify appropriate clothing to present a positive image during an interview.

CONTENT:
1) articles of clothing;
2) colors, fabrics;
3) American sizes;
4) dressing for an interview.

PROCEDURE:
1) Review the articles of clothing found in the visuals on pp. 109-110 of EACI. Ask students to describe what they are wearing, using pp. 113-114, to supplement vocabulary. Discuss colors and different types of fabric. An explanation of noun and adjective order may be necessary here. Turn to p. 63 in RLE1. Have students describe what the people in the pictures are wearing. Have students answer the questions on p. 64. Read the dialog on the bottom of p. 64 aloud. Have students repeat and practice a few times. Have them sit in pairs, back-to-back, so that they cannot see each others' faces. Have them redo the dialog, as a telephone conversation, using their own information for the underlined vocabulary.

2) Turn to the size charts in ESH-CI. Go over basic sizes for men and have students answer questions A-D on p. 79. Repeat the procedure for women's sizes on p. 80, and have students answer the questions (A-E) on

the bottom of the page.

3) Read the short conversation on p. 51 of LL1. Have students repeat and then review the vocabulary on the bottom of the page. Practice with the models on p. 51 and p. 52 (top). Have students work with a partner to complete the Partner Exercise, on the bottom of p. 52. Have them review sizes with the model on p. 53.

4) Have a brief discussion about what is appropriate clothing to wear on the job or to an interview. Go back to the visuals in EACI. Have students identify the pictures of clothing that would be suitable for a job interview.

INSTRUCTIONAL MATERIALS: English for Adult Competency I, pp. 109-110, 113-114;
Lifelines 1, pp. 51-53;
Real-Life English 1, pp. 63-65;
English Spoken Here-Consumer Information Text, pp. 78-81.

EVALUATION:
1) correct identification of ten basic articles of clothing;
2) correct interpretation of clothing sizes;
3) correct identification of items of clothing that are/are not appropriate for a job interview.

EMPLOYABILITY DEMONSTRATION COMPONENT

LESSON PLAN (13)

LEVEL: A

UNIT TOPIC: Applying for a Job

TOPIC FOR THIS LESSON: The Job Interview

INSTRUCTIONAL OBJECTIVES:

1) to identify appropriate behavior and attitudes for getting a job;
2) to recognize standards of behavior for job interviews; language, general attitude);
3) to select appropriate questions and responses during job interviews;
4) to initiate and participate in a job follow-up call.

CONTENT:

1) preparing for a job interview (before);
2) during the interview;
3) after the interview (following up).

PROCEDURE:

1) Begin the discussion by asking how many people have ever had a job interview. Have them compare interviews in the U.S. with interiews in their native countries. Also have them discuss how they would prepare for an interview, what is appropriate/ inappropriate behavior. Use the visual on p. 132 of EACI to guide the discussion. Divide the board in two, one side for "interviewer" and one for "interviewee." Have students come up with questions to go under each.

2) Turn to the interview dialog on p. 131 of EACI. Read it aloud and have students repeat. Go over the items under the Practice section. More detailed interview conversations can be found in ESH-GS, pp. 110-111, 144-145 and EXP1, pp. 42-47. Review at least two from each text so that students get a feel for the types of conversations that occur during an interview. Have them work in pairs to practice these as much as possible.

3) Have students work in pairs or groups of three to come up with a situation for an interview role play. Have them pick an interviewer and an interviewee, decide upon

the type of company and requirements for the job, the qualifications of the person being interviewed, and whether or not the person is going to get/accept the job. Once they have all the information put together, have them perform their situations for the rest of the class. Everyone should get a chance to be the interviewer and the person being interviewed.

4) Talk about what happens after an interview. EACI, p. 133, has a conversation dealing with making a follow-up call. Have students practice the dialog, then get back in their interview groups to role play a follow-up call. The conversation on p. 146 of ESH-GS is not about following-up, but it deals with talking about what happened during Jose's interview. Have sutdents read it aloud and practice it so that they can learn how to report information. As an optional activity, have two students role play an interview and have a third student take notes on what was said to report to the class.

5) Turn to p. 136 in EACI and go over the Employment Preparation checklist. Have students add anything not covered that they feel is important. Have them do the Reading exercise on pp. 136-137. This can also be done as a listening exercise. Have students copy the questions on p. 137 and then close their books. The teacher reads the paragraph aloud three times (normal, slow, normal). The students should JUST LISTEN the first time to get a general idea of what the passage is about. They can pick up details with the second reading, when it is done more slowly. By the third reading they should be able to answer most of the questions. Give them time to write out their answers and then go over them orally.

INSTRUCTIONAL MATERIALS: English for Adult Competency I, pp. 131-133, 136-137; English Spoken Here - Getting Started Text, pp. 110-112, 144-146; Expressways 1, pp. 42-47.

EVALUATION: 1) correct identification of three to five examples of appropriate and inapropriate behavior and attitudes for getting a job;
2) correct selection of five questions commonly

asked by interviewers;
3) correct selection of five questions that can be posed by interviewers;
4) role play: the interview;
5) role play: making a follow-up call;
6) reading exercise, pp. 136-137, EACI.

EMPLOYABILITY DEMONSTRATION COMPONENT

LESSON PLAN (14)

LEVEL: A

UNIT TOPIC: A New Job

TOPIC FOR THIS LESSON: Schedules and Time Sheets

INSTRUCTIONAL OBJECTIVES:
1) to interpret general work-related vocabulary;
2) to interpret job shifts and schedules;
3) to interpret and complete time cards and/or employee time sheets;
4) to calculate with units of time.

CONTENT:
1) job schedules;
2) time sheets.

PROCEDURE:
1) Turn to p. 11 of SUW and discuss the types of work schedules that can be found in different work places. Go over the schedules on pp. 12-13 and answer the questions on the bottom of each page. This can be done as a class activity, individually or in pairs. Discuss the questions on p. 14. Students who already have jobs can bring in their work schedule (Activity B, p. 14) and share it with the class in a subsequent session. For additional practice with work schedules, turn to pp. 137-139 of EW1. Divide students into small groups and have them make up mock schedules. Be sure that everyone's name is included. They can assign duties if they wish. Each "worker" can then report his/her schedule to the rest of the class.
2) In addition to work schedules, employees are often asked to fill out some kind of time sheet or to punch in on a time clock. EW1 provides an extensive array of sample time sheets for students to work with. Starting on p. 135, have students review Lee Fong's time sheet and answer the questions on the side. Have them work in pairs to complete exercise B, as well as On Your Own, on p. 136. Have students review the items on p. 140 and fill in the information on pp. 141-142. Pair students off and have them

complete the exercise on p. 143.

3) Review the information discussed on pp. 33-34 of SUW. Have students study the time sheet on p. 35 and answer the questions under it as a class activity. Then have them read the paragraph about Suzanne Wong and fill in the time sheet. The Using What You've Learned activity on p. 34 can serve as a personal application of students' own work/school schedules.

INSTRUCTIONAL MATERIALS: Speaking Up at Work, pp. 11-14, 33-37;
English that Works 1, pp. 135-143.

EVALUATION: 1) correct interpretation of a work schedules;
2) correct filling out of a weekly time sheet.

EMPLOYABILITY DEMONSTRATION COMPONENT

LESSON PLAN (15)

LEVEL: A

UNIT TOPIC: Forms on the Job

TOPIC FOR THIS LESSON: Getting Paid

INSTRUCTIONAL OBJECTIVES:
1) to interpret wages, wage deductions and benefits;
2) to interpret wage information charts, pamphlets and forms.

CONTENT:
1) computing wages: wage tables, overtime;
2) paychecks: deductions, benefits.

PROCEDURE:

1) Have students go over the conversation between Eric and David on p 144 of EW1. Discuss the differences and/or benefits that come from working the various shifts. Have students complete the Read and Write exercise on p. 145. Turn to the Getting Ready section on p. 146. Review finding information on a table. Go over the Wage Table on p. 147 to make sure students understand how to locate desired information. Use the questions under Task A to guide students. Pair students off and have them work on Task B on p. 148.

2) Have students look at the time sheet for Anna Mann and the wage table on p. 151 of EW1. Have them work in pairs to fill in the table at the bottom of the page and calculate Anna's earnings for the week. Have them repeat the procedure for Norman Cooper on p. 152.

3) Turn to p. 154 in EW1 and go over the expressions under the Getting Ready section. Explain what is meant by time and a half and double time. Have students practice the conversation between George and Ira. Substitute the information in #2, 3 and 4 for the underlined portions of the conversation. Go over the Read and Write exercise on p. 155-156. Review the charts on p. 156 and answer the corresponding questions on p. 157 as a class activity. Have students work in pairs or groups of three to complete Task B on pp. 158-159. Once they finish, go over the answers to make sure everyone has the

same response. Do the On Your Own exercise as an optional activity. Lesson 30, on pp. 160-166, is a review of the chapter. Students can do it to quiz themselves or it can be done as normal class activity.

INSTRUCTIONAL MATERIALS: English that Works 1, pp. 144-148, 151-152, 154-159, 160-166; English for Adult Competency I, p. 134.

EVALUATION:
1) correct computation of wages, given number of hours worked and hourly rate;
2) correct interpretation of wage tables;
3) correct interpretation of paycheck stub reflecting earnings and deductions.

EMPLOYABILITY DEMONSTRATION COMPONENT

LESSON PLAN (16)

LEVEL: A

UNIT TOPIC: Forms on the Job

TOPIC FOR THIS LESSON: Opening a Bank Account

INSTRUCTIONAL OBJECTIVE:
1) to differentiate between the use of savings and checking accounts;
2) to interpret the procedures and the forms associated with banking services;
3) to interpret parts of a check;
4) to fill out a personal check;
5) to fill out a deposit slip.

CONTENT:
1) accounts: savings vs. checking;
2) large numbers review;
3) checks and money orders.

PROCEDURE:
1) Begin by asking how many people have bank accounts, what type (checking or savings), and at what bank. Ask if anyone can explain the difference between a savings account and a checking account. Go over the conversation about opening an account on p. 141 of EACI. Read aloud once, explain any new vocabulary and then have students repeat once or twice. Divide the class in half and have each side take a role. Have them read the conversation and then switch roles. Review the Practice section on the bottom of the page. Have students repeat the expressions.

2) Review writing out numbers by giving students a short number dictation (five or six items). Turn to p. 144 (EACI) and have students identify the different parts of a personal check. Give each student two or three "checks" and have them "pay" some bills. (Make up amounts for rent, telephone, utilities, a bank loan, etc.)

3) Have students "open" a checking account. Go over the dialog on p. 142. Practice as a group, then have students practice with a partner. Discuss the deposit slip on the bottom of the page. Each student should have a partner. One will be the teller or

bank manager and the other will be the customer. Have them role play opening a checking account. Give them the sample deposit slips. When the right time approaches, the customer should be asked to fill one out for an initial deposit. They should then switch roles and do it again. See if they can do this without referring to the book. The teacher should walk around the classroom evaluating and giving assistance when necessary. They may need a few minutes to prepare and may want to make notes or write out what they want to say. Have volunteers "perform" in front of the class.

INSTRUCTIONAL MATERIALS: English for Adult Competency I, pp. 141-142, 144; sample checks and deposit slips.

EVALUATION:
1) oral explanation of the differences between a savings account and a checking account;
2) correct filling out of a personal check;
3) role play: opening a checking account;
4) correct filling out of a deposit slip.

EMPLOYABILITY DEMONSTRATION COMPONENT

LESSON PLAN (17)

LEVEL: A

UNIT TOPIC: Health and Safety

TOPIC FOR THIS LESSON: Common Pains

INSTRUCTIONAL OBJECTIVES:
1) to identify basic parts of the body;
2) to identify common aches and pains;
3) to interpret information about illness, including the description of symptoms and doctor's directions;
4) to identify information necessary to make or keep medical appointments.

CONTENT:
1) parts of the body;
2) common aches and pains.

PROCEDURE:

1) To see how much body vocabulary students already have, point to different parts and ask "what's this?" or ask them to show their _______ (e.g. show me your arm, tell me where your nose is, etc.) Go over different parts of the body. Write them on the board. Have students repeat and copy. Review until students are familiar with the vocabulary. The visual from EACI, p. 53, may be helpful.

2) Play "Teacher says." This is a modified version of the children's game "Simon Says." All the students stand up. The teacher will issue a series of commands some of them preceded by "Teacher Says" (teacher's name can be substituted). Students are to act upon the commands only when the teacher "says" to do so. If they point to the wrong part they are "out." For example: Teacher says touch your nose. Teacher says touch your hair. Touch your knee. The students who touch their knees are "out" and must sit down. The game continues until only one person is left standing and is declared the winner. Students may not understand what they are supposed to do at first, but once they catch on, it may be difficult to declare a winner. To make it more challenging, the teacher can

speed up the pace of the commands.

3) Review ways of asking people how they feel (e.g. What's wrong? What's the matter? Where does it hurt?) and then go over common aches and pains (e.g. headache, stomachache, backache, sore throat, etc). Once students are familiar with these, tell them that they are all sick and that they have to identify what is wrong or where it hurts. For example, the teacher asks "What's the matter?" The student then replies "I have a backache" or "my back hurts." Go over the pictures on p. 54 of EACI (What's the Matter?) Have students identify what the problem is in each one.

4) Read the dialog on p. 55 of EACI about calling the doctor. Have students repeat one or two times. Divide the class in half and have each group take on a role. Practice once or twice, then switch roles and repeat. Go over the dialog on p. 56. Have students repeat and practice. Review the appointment cards on the bottom of the page. Have students pair up and role play calling to make an appointment.

INSTRUCTIONAL MATERIALS: 1) English for Adult Competency I, pp 53-56.

EVALUATION:
1) correct identification of at least ten parts of the body (can be done through the "Teacher Says" activity);
2) correct identification of at least four common aches and pains;
3) role play: making an appointment.

EMPLOYABILITY DEMONSTRATIN COMPONENT

LESSON PLAN (18)

LEVEL : A

UNIT TOPIC: Health and Safety

TOPIC FOR THIS LESSON: Medicine and Calling in Sick

INSTRUCTIONAL OBJECTIVE:
1) to identify and use necessary medications;
2) to interpret product label directions, warnings, danger signs and symbols;
3) to interpret temperatures;
4) to discuss health problems and communicate excuses to a supervisor.

CONTENT:
1) forms for medication:
    - pill
    - capsule
    - tablet
    - syrup
    - shot
    - drops
2) measurement: teaspoon, tablespoon
3) time frame:
    - before
    - after
    - as needed
    - every "x" hours
4) reading a thermometer (degrees Farenheit)
5) calling in sick

PROCEDURE:
1) Go over different forms of medicine. Put the vocabulary on the board with illustrations. Have students practice saying the words, then erase them, leaving only the illustrations. Point to the drawings and ask students to identify them.

2) Go over the dialog on the top of p. 60 of EACI. Have students repeat and practice a few times. Review the Practice section, making sure students understand the directions given. Turn to p. 61. Have students study the prescription labels for a few minutes. Ask them specific questions about the information given each one. Have them role play going to the drugstore, including asking for and confirming directions for taking medicine.

3) Ask students what normal body temperature is for them. They will most probably reply in degress Centigrade (37). Give them the equivalent in degrees Farenheit (98.6). Turn to p. 58 of ESCI for thermometer reading practice. Go over the first two thermometers and ask them to figure out what the temperature is. Have them fill in the bar for the last two thermometers.

4) Have students read the paragraph on p. 65 silently, then have two or three students volunteer to read it aloud. Have them answer the questions and fill in the blanks and go over as a class. Incorporate the last questions as part of a general discussion to close the topic.

5) Turn to pp. 15-16 of the SUW handout. Read the conversations that Peter has with the people at work. Have students repeat. Check for comprehension by going over the True/False statements. Review the items under the Useful Expressions section. Have students work in pairs to create conversations using the new expressions. Assign each pair one of the role play situations on p. 18 and have them perform for the rest of the class. Have students work on the In the U.S. section as a means of reviewing the topic of missing work due to illness.

INSTRUCTIONAL MATERIALS: English for Adult Competency I,
pp. 58, 60-61, 65;
Speaking Up at Work, pp. 15-19.

EVALUATION:
1) thermometer worksheet;
2) role play: at the drugstore;
3) reading exercise: health care;
4) role play: calling in sick.

LEVEL B

1.0 TOPIC: PERSONAL IDENTIFICATION AND COMMUNICATION

COMPETENCIES	CASAS #	* * * * L E S S O N		P L A N S * * * *	SUPPLEMENTARY MATERIALS/ RESOURCES/ACTIVITES
		Number	Subtopic	Instructional Materials	
Initiate and respond to greetings and leavetakings.		1	Greetings and Introductions	a) English in Everyday Life, p. 2 b) Lifelines 2, pp. 5-6, 11-12	a) Lifelines 3, pp. 1-6 b) Speaking Up at Work, pp.1-5 c) Expressways 2, pp. 2-4
Introduce oneself and/or a friend to someone else.					
Learn the names and at least one other item of information about everyone in the class.					
Express dates with reference to personal information.					
Ask for and give the following information: correct spelling of name, address, telephone number and social security number.		2	Personal Information	a) English for Adult Competency 2, pp. 4-5 b) Real-Life English 2, p. 11 c) Expressways 2, p. 4	a) English for Adult Competency 2, p. 6
Interpret and complete simple forms.	1.4.1				
Identify family relationships.					
Recognize appropriate behavior for telephone use.		3	Telephone Skills	a) How to Get a Job and Keep It, pp. 21-24 b) Expressways 2, pp. 18-19, 121, 124-125 c) English for Adult Competency 2, pp. 15-22 d) Local Telephone Directory	
Utilize the telephone directory for all types of local and long distance calls.					
Answer incoming calls and take simple messages.					
Respond effectively to wrong numbers.					

2.0 TOPIC: JOB SEARCH

COMPETENCIES	CASAS #	* * * * L E S S O N		P L A N S * * * *	SUPPLEMENTARY MATERIALS/ RESOURCES/ACTIVITES
		Number	Subtopic	Instructional Materials	
Identify educational services and facilities and how to use them.	2.2.5	4	Education and Training Information	a) English for Adult Competency 2, p. 132 b) Lifeskills & Citizenship, p. 37	a) Working with Others, pp. 9-11, 14-15, 16, 22 b) Lifelines 3, pp. 15-19 c) Speaking Up at Work, pp. 136-140.
Identify and use information about training opportunities.	4.1.4				
Identify appropriate skills and education for getting a job in various occupational areas.	4.1.8				
Identify and use sources of information about job opportunities.	4.1.3	5	Job Ads	a) English Spoken Here - Getting Started Text, pp. 134, 138-139 b) English for Adult Competency 2, p. 135 c) Lifeskills & Citizenship, pp. 46-47 d) Building Real Life English Skills, pp. 58-63 e) Local Newspaper-Classifed Section	a) On the Job, Book 2, pp. 2-17 b) English that Works 1, p. 63 c) Working with Others, pp. 9-11, 16, 22
Identify strategies for applying for a job.					
Read and interpret newspaper want ads relating to employment.					
Initiate and participate in a job inquiry call with appropriate telephone etiquette.		6	Calling for an Appointment	a) Expressways 2, pp. 40-41 b) English for Adult Competency 2, pp. 136, 144 c) Building Real Life English Skills, p. 122 d) Tele-VESL, Business Telephone Skills, pp. 48, 68 and cassette	a) English that Works 2, pp. 122-164 b) Building Real Life English Skills, pp. 146-152
Inquire about a job and set up an appointment for an interview.					
Prepare a personal data sheet.					

COMPETENCIES	CASAS #	* * * * LESSON		PLANS * * * *	SUPPLEMENTARY MATERIALS/ RESOURCES/ACTIVITES
		Number	Subtopic	Instructional Materials	
Interpret resumes and letters of application.	4.1.2	7	Writing a Resume	a) Lifelines 4, p. 97 b) Building Real Life English Skills, pp. 123-129 c) Authentic Resumes d) Transparencies (Lifelines 4, p. 97; Building Real Life English Skills, p. 128)	a) English that Works 2, pp. 2-13, 23-24, 41 b) On the Job, Book 1, pp. 3-23 c) Lifelines 3, pp. 7-14 d) English for Adult Competency 2, p. 144 e) Working with Others, pp. 12-13, 26-29
Prepare a detailed resume.					
Prepare a letter of application.					
3.0 TOPIC: APPLYING FOR A JOB					
Ask for clarification and repetition when necessary.		8	Job Applications	a) Speaking Up At Work, pp. 6-10 b) Speaking Up At Work, Teacher's Edition, pp. 13-14 c) Building Real Life English Skills, pp. 130-140 d) How to Get a Job and Keep It, pp. 31-38 e) Sample Job Application Forms	a) On the Job 3, pp. 2-19 b) English for Adult Competency 2, p. 143 c) Working with Others, pp. 38-42
Identify and interpret the components of a job application form.	4.1.2				
Fill out a sample job application form.					
Recognize standards of behavior for job interviews.	4.1.5	9	The Job Interview	a) English for Adult Competency 2, p. 139 (transparency) b) Expressways 2, pp. 42-47 c) Building Real Life English Skills, pp. 141-145 d) Students' Resumes	a) English that Works 2, pp. 165-192 b) English for Adult Competency 2, pp. 138, 140-141 c) Working with Others, pp. 32-35 d) Janus Job Interview Kit
Select appropriate questions and responses during job interviews.	4.1.5				
Identify appropriate behavior and attitudes for getting a job.	4.1.7				

4.0 TOPIC: FORMS ON THE JOB

COMPETENCIES	CASAS #	* * * * L E S S O N		P L A N S * * * *	SUPPLEMENTARY MATERIALS/ RESOURCES/ACTIVITES
		Number	Subtopic	Instructional Materials	
Interpret job responsibilities. Identify appropriate behaviors, attitudes and social interaction for keeping a job and getting a promotion. Interpret work schedules. Interpret and fill out timesheets.	4.4.4 4.4.1	10	Schedules and Time Sheets	a) How to Get a Job and Keep It, pp. 55, 61 b) Lifeskills & Citizenship, pp. 49-50 c) Speaking Up at Work, pp. 11-14, 33-37 d) Authentic Time Sheets	a) Your First Job, pp. 102, 39-43 b) Speaking Up at Work, pp. 73-74, 133-135 c) Working with Others, pp. 76-78
Interpret wages, wage deductions and benefits. Interpret and fill out income tax forms.	4.2.1 5.4.1	11	Wage Deductions	a) Expressways 2, p. 79 b) Speaking Up at Work, pp. 50-56, 104-107, 118-119, 162-164 c) How to Get a Job and Keep It, pp. 55-61 d) Lifeskills & Citizenship, pp. 52, 54-55	a) Authentic W-2 and W-4 forms b) Paycheck stubs
Interpret and understand health insurance policies and application forms. Fill out insurance application forms.		12	Medical Insurance	a) Speaking Up at Work, pp. 133-135 b) Lifeskills & Citizenship, p. 17	a) Authentic Medical Insurance Forms
Interpret information about employee organizations. Interpret employment contracts and union agreements.	4.2.2 4.2.3	13	Unions	a) Speaking Up at Work, pp. 146-148 b) Lifeskills & Citizenship, pp. 56-57 c) Business Interactions, pp. 108-123	a) Authentic Contracts and Union Agreements

5.0 TOPIC: BEHAVIOR ON THE JOB

COMPETENCIES	CASAS #	* * * * LESSON		PLANS * * * *	SUPPLEMENTARY MATERIALS/ RESOURCES/ACTIVITES
		Number	Subtopic	Instructional Materials	
Interpret maps of workplace layouts. Identify location and spatial relationship among items organized together. Ask and answer questions about where things are located or where supplies are kept. Follow directions to specific locations at work. Ask specific questions to pinpiont locations.		14	Workplace Layouts	a) Practical Conversation in English 1, p. 17 b) Speaking Up at Work, pp. 20-28 c) Student-Written Directions	a) Speaking Up at Work, pp. 29-30 b) English Spoken Here - Consumer Information Text, pp. 48-49, 71-72 c) English for Adult Competency 2, p. 181 d) On the Job 3, pp. 124-125 e) Your First Job, p. 69
Identify practices that aid in keeping jobs. Identify practices that cause the loss of a job. Give appropriate responses or make appropriate comments in situations requiring making suggestions, apologies or excuses.		15	Interpersonal Relationships	a) How to Get a Job and Keep It, pp. 63-66 b) Office Communication, pp. 54-57 c) Speaking Up at Work, pp. 91-96 d) Expressways 2, p. 113	a) English Spoken Here - Life in the U.S. Text, pp. 68-79, 80-85 b) Expressways 2, pp. 72-78, 108-115 c) Tele-VESL, pp. 44-46 d) Lifelines 3, pp. 77-83 e) Working with Others, pp. 43-53 f) Speaking Up at Work, pp. 43-47, 75-85, 141-145, 155-161
Identify appropriate behavior, attitudes, and social interaction for keeping a job and getting a promotion. Identify different means of nonverbal communication and verbal expression. Recognize cultural differences in nonverbal communication.	4.4.1	16	Nonverbal Communication	a) Expressways 2, pp. 184-185 b) Office Communication, pp. 87-95	

COMPETENCIES	CASAS #	* * * * LESSON		PLANS * * * *	SUPPLEMENTARY MATERIALS/ RESOURCES/ACTIVITES
		Number	Subtopic	Instructional Materials	
Identify practices that lead to job promotions. Understand the purpose of performance evaluations and interpret their results. Identify reasons for changing jobs. Write a short letter of resignation.		17	Changing Jobs	a) Speaking Up at Work, pp. 169-170 b) How to Get a Job and Keep It, pp. 67-72 c) Expressways 2, p. 147	

EMPLOYABILITY DEMONSTRATION COMPONENT

LESSON PLAN (1)

LEVEL: B

UNIT TOPIC: Personal Identification and Communication

TOPIC FOR THIS LESSON: Greetings and Introductions

INSTRUCTIONAL OBJECTIVES:

1) to initiate and repond to greetings and leave-takings;
2) to identify indivdual needs;
3) to introduce oneself and/or a friend to someone else;
4) to learn the names and at least one other item of information about everyone in the class;
5) to express dates with reference to personal identification.

CONTENT:

1) intoductory activities/ice breakers;
2) partner interviews eliciting the following information:

   Partners' Interview:

   1. What is your name?
   2. Where are you from?
   3. What is your native language?
   4. Tell me about your family.
   5. When is your birthday?
   6. Where would you like to be right now?
   7. What is the most exciting thing that has happened to you in the past year?

3) review of some irregular past tense forms;
4) months, cardinal and ordinal numbers.

PROCEDURE:

1) Pair students off randomly and hand each one a blank card. Put Partners' Interview questions on the board. Have students conduct the interviews and introduce each other to the teacher and the class.

2) Give students the EDC Student Interest Assessment handout. Explain any vocabulary

they do not understand using mime or demonstrating action. Have them fill in the information, and have a short discussion about what they feel is most important.

3) Turn to LL 2, p. 5. Go over dialog Greeting a Friend/Asking About the Weekend. Have students repeat as a group and then have volunteers take each role. Briefly review irregular past tense forms on p. 5 before pairing students up and having them do the Practice exercises on p. 6. (Do the model on p. 5 as a class activity first.) After doing p. 6, partners should ask each other what they did over the weekend and give authentic responses.

4) Review months of the year. Turn to p. 11 (LL 2) and go over the ordinal numbers listed. Practice saying dates: What's today's date? What was yesterday's date? What's tomorrow's date? When is your birthday? Have students close their books and dictate the twelve dates on p. 12.

INSTRUCTIONAL MATERIALS/AIDS:
1) EDC Student Interest Assessment;
2) English in Everyday Life, p. 2;
3) Lifelines 2, pp. 5-6, 11-12.

EVALUATION/ASSESSMENT:
1) oral presentation - introducing partner to class;
2) date dictation

ADDITIONAL ACTIVITIES:
1) Have students write their birthday on a piece of paper, mix up and find whose birthday they have.

EMPLOYABILITY DEMONSTRATION COMPONENT

LESSON PLAN (2)

LEVEL: B

UNIT TOPIC: Personal Identification and Communication

TOPIC FOR THIS LESSON: Personal Information

INSTRUCTIONAL OBJECTIVES: 1) to ask for and give the following information: correct spelling of name, address, telephone number and social security number;
2) to interpret and complete simple forms;
3) to identify family relationships.

CONTENT: 1) basic personal information found on forms;
2) cultural concepts of "the family": nuclear vs. extended.

PROCEDURE: 1) Review greetings and introductions. The dialog on p. 4 of EAC II provides a review of a personal information exchange. Read the conversation aloud and have students repeat as a group. Divide the class in half and give each a role. Have them practice this way once or twice. Ask for volunteers to read the conversation. They can substitute their own information if they wish. Turn to p. 11 of RLE 2 and have students copy the form onto a blank sheet of paper so they can fill in the appropriate information.

2) Discuss families and relationships. Who forms part of the nuclear family in the Hispanic culture? How does this differ from the North American culture? Have students draw their family trees (simplified versions) and discuss them in small groups. Go over the dialog on p. 4 of Expressways 2 and do the substitution exercises on the bottom of the page. Randomly assign different numbers of students into small groups (5-7). They should come up with a

"family" name for the group. Each person should take on a different role (e.g., father, mother, son, etc.). Have the groups introduce themselves with each person stating his/her role and relationship to others in the group.

MATERIALS: English for Adult Competency II, pp. 4-5;
Real-Life English 2, p. 11;
Expressways 2, p. 4.

EVALUATION:
1) correct filling out of information form;
2) oral introduction of "family" members.

NOTE When students work in groups or pairs, the teacher should act as a facilitator, moving from one group to another, providing answers to specific questions and giving students more individualized attention.

EMPLOYABILITY DEMONSTRATION COMPONENT

LESSON PLAN (3)

LEVEL: B

UNIT TOPIC: Personal Identification and Communication

TOPIC FOR THIS LESSON: Telephone Skills

INSTRUCTIONAL OBJECTIVES:
1) to recognize appropriate behavior for telephone use;
2) to utilize the telephone directory for all types of local and long distance calls;
3) to answer incoming calls and take simple messages;
4) to respond effectively to wrong numbers.

CONTENT:
1) telephone manners;
2) various types of telephone calls; loacl, long-distance, collect, person to person;
3) asking for directory assistance/using telephone books;
4) telephone rates;
5) taking messages;
6) dealing with wrong numbers.

PROCEDURE:
1) Introduce the topic by asking students how they answer the telephone and how they respond to callers. Have them look at the passage on pp. 21-22 of HGJ. The pointers on p. 22 focus on using the telephone as a tool in job-hunting. Have them bring in telephone books and work in pairs to complete Activity 9 on pp.22-23. Have each student answer the questions in Activity 10 (pp.23-24) on an individual basis.

2) The conversation dealing with directory assistance on p.18 of EXP2 offers students an alternative to telephone books. Have students describe the drawing on the top of the page. Read the conversations aloud once. Review any unfamiliar vocabulary and point out the substitutions that can be made with the expressions in the gray box. Have students repeat the conversation and practice it aloud several times in different combinations (whole class, teacher, half of class, other half, student-student).

3) Turn to the first exercise on the bottom of EXP2, p.18. Show students, visually on the board, if necessary, how the information given in #1 can be substituted into the main conversation. Have students practice the new dialog a few times before going on to the next situation. Have students volunteer the information to be substituted. Review each exercise so that students have a feel for what is expected of them when using this text. Have them work in pairs to practice all of the new combinations. See if they can put together a short situation of their own.

4) Have students turn to EACII, pp.18-22, for different types of long-distance calls. Go over the rate chart on p.18 as a class activity. Assign the three dialogs on the following pages to different pairs or groups of students. Have them practice among themselves before performing them for the rest of the class. The dialog in EXP2, p.121, also deals with person-to-person collect calls.

5) The conversations in EACII, pp. 15-17, and EXP2, pp.19 and 124-125, give students an opportunity to deal with wrong numbers and taking messages. Once they review and practice these dialogs, they can work in pairs to role play taking messages.

INSTRUCTIONAL MATERIALS: How to Get a Job and Keep It, pp.21-24;
Expressways 2, pp.18-19, 121, 124-125;
English for Adult Competency II, pp.15-22;
Local Telephone Directory.

EVALUATION: 1) reviewing telephone practices; (Activity 10 pp. 23-24 HGJ);
2) role play: calling for directory assistance;
3) role play: simulating a long-distance call;
4) role play: taking a message

NOTE When students simulate or role play telephone calls, they can sit back-to-back, facing away from each other. This will enable them to focus on what their partner is saying and thus sharpen their listening skills.

EMPLOYABILITY DEMONSTRATION COMPONENT

LESSON PLAN (4)

LEVEL: B

UNIT TOPIC: Job Search

TOPIC FOR THIS LESSON: Education and Training Information

INSTRUCTIONAL OBJECTIVE:
1) to identify educational services and facilities and how to use them;
2) to identify and use information about training opportunities;
3) to identify appropriate skills and education for getting a job.

CONTENT:
1) job sources;
2) training opportunities for various skills;
3) public education in the United States.

PROCEDURE:
1) Introduce the topic of employment by asking how many people have jobs or are looking for jobs. Have a general discussion about sources of information regarding availability of work.

2) Turn to p. 132 of EAC II. Read the dialog, Looking for a Job, aloud once. Review it line by line and go over any new vocabulary. Once students understand the general idea of the conversation, have them repeat it again line by line. Divide the class in half and have each side take a role, then switch roles. Have students volunteer to read aloud in pairs to recreate a dialog similar to the one on p. 132 using expressions from the Practice section.

3) As a supplement to the training information in EAC II, review and discuss the passage about Public Education in L&C, p. 37. Students can read it silently first and then a few can take different paragraphs to read aloud. Have them do the conversation and

Writing portion on the bottom of the page.

INSTRUCTIONAL MATERIALS: English for Adult Competency II, pp. 132; Lifeskills and Citizenship, pp. 37.

EVALUATION: 1) identification of at least three sources of information pertaining to job opportunities;
2) identification of five characterisitics of the North American public education system.

EMPLOYABILITY DEMONSTRATION COMPONENT

LESSON PLAN (5)

LEVEL: B

UNIT TOPIC: Job Search

TOPIC FOR THIS LESSON: Job Ads

INSTRUCTIONAL OBJECTIVES:

1) to identify strategies for applying for a job;
2) to identify and use sources of information about job opportunities;
3) to read and interpret newspaper want ads relating to employment.

CONTENT:

1) vocabulary used in help wanted ads;
2) abbreviations used in ads;
3) job descriptions.

PROCEDURE:

1) Look at the job descriptions on p. 46 of L&C. Have students volunteer to read them aloud and review any unfamiliar vocabulary. Match the descriptions to the job positions on the bottom of the page. Go over the salary charts on p. 47. Answer the questions and discuss the different types of jobs.

2) Go over the conversation between Jose and Roberto on p. 134 of ESH-GS (text). Have students repeat as a group and then practice in pairs. Turn to the ads on p. 138. Review and answer the questions. More examples of job ads can be found in EAC II, p. 135.

3) Give students the packet from BRLES, pp. 58-63. Review the abbreviations in the Words know section and go over Activity 7 orally. Have students work in pairs to complete Activity 8 in class. Activities 9 and 11 can be done in class can be done in class or as a homework assignment.

4) Use a local newspaper's classified section

to do Activity 10. Students can do this in groups of four. Have them share the information with the rest of the class.

5) Have students do the Check Your Understanding exercise on p. 63 of the BRLES handout without looking at their books or notes.

INSTRUCTIONAL MATERIALS: English Spoken Here - Getting Started Text, pp. 134, 138-139;
English for Adult Competency II, p. 135;
Lifeskills and Citizenship, pp. 46-47;
Building Real Life English Skills, pp. 58-63;
Local Newspaper - Classified Section.

EVALUATION:
1) Job Description matching exercise (L&C);
2) Activities 8 & 10 (BRLES);
3) Check Your Understanding (BRLES).

EMPLOYABILITY DEMONSTRATION COMPONENT

LESSON PLAN (6)

LEVEL: B

UNIT TOPIC: Job Search

TOPIC FOR THIS LESSON: Calling for an Appointment

INSTRUCTIONAL OBJECTIVES:
1) to initiate and participate in a job inquiry call with appropriate telephone etiquette;
2) to inquire about a job and set up an appointment for an interview;
3) to prepare a personal data sheet.

CONTENT:
1) calling to make an appointment;
2) personal data sheets.

PROCEDURE:
1) Review the dialog on p. 136 of EAC II. Read it aloud once, then explain any new vocabulary and have students repeat. Divide the class in half and have each group take a role. Once they read it, have them switch roles and do it again. Go over the Practice section on the bottom of the page. Have students volunteer to reread the dialog using the alternatives in the Practice section.

2) Turn to p. 48 of Tele-VESL. Have students read silently for a few minutes, then discuss. Look at the Telephone Conversation Functions at the bottom of the page. Have students give examples for each function. Play the dialog from Lesson Fourteen (Calling about a Job). Have students listen to it once or twice and answer questions about it. Then have them practice reading it aloud (p. 68) in pairs.

3) Look at The Sample Data Sheet on p. 144 of EAC II or the Personal Fact Sheet on p. 122 of BRLES. Discuss the information contained there and how something like this can be

helpful in filling out applications. Have students prepare a data sheet containing their own personal information. They can use whatever format they like.

4) Going back to making appointments have students turn to pp. 40-41 of EXP2. Discuss the picture and read the dialog aloud once. Review unfamiliar vocabulary. Students may need to review irregular past tense and past participle forms (see the bottom of the page). Go over the expressions in the gray box. Show them how these can be substituted within the dialog. Read the dialog again, with students repeating. Break up any sentences that seem too long for them to handle. Have pairs of students volunteer to read. They can use the expressions from the gray box if they want to. Go to the first exercise. Discuss the picture and see if students can determine where to substitute the given information. If this presents too many difficulties, write the dialog up on the board leaving blank spaces where the new information goes. Have a pair of students volunteer to read the "new" dialog. Repeat the whole procedure with #2 to make sure the students understand, then have them work in pairs to complete the conversations for #3, 4 and 5. Once they have practiced a bit, have different pairs present one of these to the rest of the class.

5) Pair the students off randomly (try to see that they all work with someone new). Have them create a situation in which they have to call to make an appointment about a job ad. They should come up with the ad as well. When the whole class is ready, have each pair go up to the front of the room, write their ad on the board and proceed to role play the telephone call. (Use a toy telephone for "realism".)

INSTRUCTIONAL MATERIALS: Expressways 2, pp. 40-41;
English for Adult Competency II, pp. 136, 144;
Building Real Life English Skills, p. 122;
Tele-VESL Business Telephone Skills, pp. 48, 68 and cassette.

EVALUATION:
1) personal data sheet;
2) role play - calling in response to a job ad.

EMPLOYABILITY DEMONSTRATION COMPONENT

LESSON PLAN (7)

LEVEL: B

UNIT TOPIC: Job Search

TOPIC FOR THIS LESSON: Writing a Resume

INSTRUCTIONAL OBJECTIVE:
1) to interpret resumes and letters of application;
2) to prepare a detailed resume;
3) to prepare a letter of application.

PROCEDURE:

1) Use the reading passage on p. 97 of LL4, as a listening activity. (Students will not need books for this. Make a cloze exercise out of the text by copying the passage onto a transparency and leaving blank spaces every few words.) Read the passage aloud at normal speed once or twice and then slowly, paragraph by paragraph. Put the cloze transpareancy on the overhead projector, showing only the first paragraph. Have students copy it exactly as it is, leaving the blanks where they are. Read the first paragraph again at normal speed. Since they have already heard it a few times, they should feel comfortable with it. Have them fill in the missing words. Repeat the procedure with the next four paragraphs. Have different students volunteer to read a paragraph. Answer the True/False questions, as part of a class discussion of the material.

2) Turn to the section on resumes in BRLES. (pp. 123-129). Have them read pp. 123-124 silently for a few minutes. Have them write down or underline any vocabulary they do not understand. Once again, have volunteers read the text, paragraph by paragraph, stopping to discuss any vocabulary or content problems. When discussing the specific components, students can give examples, using personal data. For example, one person can give a name, another person can say an address, etc., including interests and schools.

3) Review the resume on pp. 124-125 (Clarence Smith). Discuss the format used, pros and cons, and how it could be changed. Have stu-

dents work in groups of three or four for the following "resume critique" exercise. Give each group two or three resumes to look over and discuss among themselves. Have them point out strengths and weaknesses, and put these together, as a short oral report, to give to the rest of the class.

4) As a homework assignment, have students make a rough draft of their own detailed resume. Have them include all previous work experience and schooling from their native country and the U.S.. These are to be checked for content, form and spelling; then students should write (or type) it, as neatly as possible, for future use in class and/or actual job seeking.

5) Turn to p. 127 and have students read about letters of application (cover letters). Review the sample letter on p. 128. Have someone read the letter aloud and then discuss the specific points covered on the previous page. Answer the questions on p. 129, as part of the discussion. Have students pick a job ad and write a letter of application (Activity 5). Have students exchange letters for peer correction of grammar and spelling.

INSTRUCTIONAL MATERIALS: Lifelines 4, p. 97;
Building Real Life English Skills, pp. 123-129;
Authentic resumes.

EVALUATION:
1) cloze listening activity (LL4, p. 97);
2) oral report-resume critique;
3) detailed resume;
4) letter of application.

EMPLOYABILITY DEMONSTRATION COMPONENT

LESSON PLAN (8)

LEVEL: B

UNIT TOPIC: Applying for a Job

TOPIC FOR THIS LESSON: Job Applications

INSTRUCTIONAL OBJECTIVE:
1) to ask for clarification and repetition when necessary;
2) to identify and interpret the components of a job application form;
3) to fill out a sample job application form.

CONTENT:
1) asking for clarification;
2) components of a job application:
    - personal data
    - educational background
    - work experience
    - references
    - military service
    - job interests/skills

PROCEDURE:

1) As a review of personal information, have students review the conversation between Shoua and the teacher on pp. 6-7 of SUW. Read aloud once and have students repeat. Have them identify the different ways in which Shoua asks the teacher for clarification. Have someone list these on the board. Divide the class and have each half take a role. Have them read the conversation, then switch roles and read it again. Have pairs of students volunteer to read it again.

2) Go over the Useful Expressions on p. 7 (SUW); see if students can add to the list. Have students work in pairs to complete the practice exercise on the bottom of the page. Have them practice the expressions under #4 (confirming understanding). Read the instructions for the Training Exercise on p. 10 aloud (see Teacher's Manual, pp. 13-14) and have students fill in the information.

3) Go over the step-by-step explanation of job application forms in BRLES (pp. 130-140). Have students fill in the blanks with their own data. Before filling out the sample forms provided, have students turn to p. 31 of HGJ. Here students are given tips for

filling out applications. Have them volunteer to read different paragraphs aloud. Review following instructions (p. 32) and common problems (p. 33). Have students work in pairs or small groups to complete activity 18 on p. 33. Have them review the information on pp. 34-35 before turning to Activities 19 and 20 (pp. 36-38).

4) Have students fill out sample job application forms and exchange them to make sure they have been completed correctly.

INSTRUCTIONAL MATERIALS: Speaking Up at Work, pp. 6-10; Speaking Up at Work, Teacher's Edition, pp. 13-14; Building Real Life English Skills, pp. 130-140; How to Get a Job and Keep It, pp. 31-38; Sample job application forms.

EVALUATION:
1) correct filling out of sample job application form;
2) role play: asking for clarification.

EMPLOYABILITY DEMONSTRATION COMPONENT

LESSON PLAN (9)

LEVEL: B

UNIT TOPIC: Applying for a Job

TOPIC FOR THIS LESSON: The Job Interview

INSTRUCTIONAL OBJECTIVE:
1) to recognize standards of behavior for job interviews;
2) to select appropriate questions and responses during job interviews.
3) to identify appropriate behavior and attitudes for getting a job.

PROCEDURE:
1) Show students the visual from EACII, p. 139 (a transparency can be made for the overhead projector). Have them point out what is appropriate and what is not in each applicant. Make a list of "Do's and Don'ts" for interviews to be put up on the board. Have students role play some of these situations.

2) Read the conversations on pp. 42-43 of EXP2. Have students repeat the main dialog. Review any unfamiliar vocabulary and go over the expressions in the gray box. Do the substitution exercises on the bottom of the page as a class. Then have students practice them in pairs.

3) Turn to pp. 141-145 in BRLES. Review the Words to Know on p. 141. Have different people volunteer to read sections of the passage that follows. Discuss the information and have students add to the lists if they can.

4) Turn to Activity 9 on p. 142 and have students complete the checklist. Pair them off to do Activities 10 and 11. Go over each exercise as a class and have students defend their answers. To summarize, have them do the Check Your Understanding exercise on p. 145. (This should be done on an individual basis.)

5) For more practice with interview conversation

strategies, have students review the dialogs on pp. 44-45, and especially p. 46, of EXP2. This can be done as a class activity or in pairs for students to maximize their interacting skills during an interview.

6) Have students review their resumes and turn them in. Have students pick an ad or a description for a job that would interest them. Give each student an Interview Rating Form. Begin the role play process. The chain method can be used to pair students off. Randomly, select one student to be the applicant. The teacher will be the first interviewer. "Perform" the interview in front of the whole class. Have the audience take notes and discuss the interview. The applicant will then become the interview and will randomly select a new applicant. Repeat the process until everyone has been interviewed. For variation in the activity, there can be more than one interviewer.

INSTRUCTIONAL MATERIALS: English for Adult Competency II, p. 139 (transparency); Expressways 2, pp. 42-47; Building Real Life English Skills, pp. 141-145; Students' resumes.

EVALUATION:
1) identification of at least three appropriate and inappropriate behaviors during a job interview;
2) Check Your Understanding exercise (BRLES, p. 145);
3) role play: the job interview.

EMPLOYABILITY DEMONSTRATION COMPONENT

LESSON PLAN (10)

LEVEL: B

UNIT TOPIC: Forms on the Job

TOPIC FOR THIS LESSON: Schedules and Time Sheets

INSTRUCTIONAL OBJECTIVE:
1) to interpret job responsibilities;
2) to identify appropriate behavior, attitudes and social interaction for keeping a job and getting a promotion;
3) to interpret work schedules;
4) to interpret and fill out time sheets.

CONTENT:
1) first day on the job;
2) work schedules;
3) time sheets.

PROCEDURE:

1) Begin with a general discussion of what is expected from an employee and an employer, in terms of rights and responsibilities, on the first day on the job. Have students volunteer to read the short passage and the accompanying tips on p. 55 of HGJ. Have students add to the list if possible. Read about rights and responsibilities on p. 61. L&C, pp. 49-50 contain more information about equal opportunities and the Civil Rights Act of 1964.

2) Turn to p. 11 of SUW and discuss the types of work schedules that can be found in different work places. Go over the schedules on pp. 12-13 and answer the questions on the bottom of each page. This can be done as a class activity, individually or in pairs. Discuss the questions on p. 14. Students who already have jobs can bring in their work schedule (Activity B, p. 14) and share it with the class in a subsequent class. Divide students into small groups and have them make up mock schedules. Be sure that everyone's name is included. They can assign duties if they wish. Each "worker" can then report his/her schedule to the rest of the class.

3) In addition to work schedules, employees are

often asked to fill out some kind of time sheet or to punch in on a time clock. Review the information discussed on pp. 33-34 of SUW. Have students study the time sheet on p. 35, and answer the questions under it as a class activity. Then have them read the paragraph about Suzanne Wong and fill in the time sheet. The Using What You've Learned activity on p. 34 can serve as a personal application of students' own work/school schedules.

INSTRUCTIONAL MATERIALS:
How to Get a Job and Keep It, p. 55, 61;
Lifeskills and Citizenship, pp. 49-50;
Speaking Up at Work, pp. 11-14, 33-37;
Authentic Time Sheets.

EVALUATION:
1) identification of at least two labor laws designed to protect an employee's well-being on the job;
2) correct interpretation of a work schedule;
3) correct filling out of a weekly time sheet (Using What You've Learned, p. 37).

EMPLOYABILITY DEMONSTRATION COMPONENT

LESSON PLAN (11)

LEVEL: B

UNIT TOPIC: Forms on the Job

TOPIC FOR THIS LESSON: Wage Deductions

INSTRUCTIONAL UBJECTIVES:
1) to interpret wages, wage deductions and benefits;
2) to interpret and fill out income tax forms.

CONTENT:
1) wages: hourly, weekly, annual;
2) deductions/benefits;
3) income tax forms: W-4, W-2, 1040EZ, 1040A.

PROCEDURE:

1) Introduce the topic of paychecks by reading the conversation on p. 79 of EXP2 aloud. Make sure students understand the vocabulary as well as the alternate expressions in the gray box. Have them repeat once or twice as a group, and then divide them in half and have each side take on a role. Individual volunteers should feel free to use the alternate expressions. Do the first exercise on the bottom of the page with the class. Have pairs of students come up to the front of the class to act out the next four situations.

2) Turn to p. 50 in SUW. Have students study the paycheck and stub. The following pages explain the stub in greater detail. Review the definitions on p. 52, making sure that students can relate them to the sections in the pay stub. Do the matching exercise as a class activity. Have students work in twos or threes to complete the exercises under Practice 2 (pp. 53-54). Go over the answers orally.

3) Review the formulas on the bottom of SUW, p. 54. These will help students verify their pay. Do exercise A as a class activity and have students do B individually. Have students use a real paycheck stub to answer the questions on pp. 55-56 (Using What You've Learned). Solve the problem on the bottom of p. 56 as a class activity.

4) Turn to p. 55 of HGJ for a more detailed ex-

planation of all the deductions made on paychecks. Have students read these aloud. Because taxes and the forms associated with them can be confusing, the desired objective is that the student understand the subject in a general manner and that he/she be able to fill out the necessary forms. A complete W-4 form can be found on pp. 59-60 of HGJ. A complete explanation with a step-by-step filling out process, is illustrated on pp. 104-106 of SUW. Have students do the Practice exercise on p. 105 to compute the number of allowances. As a class, read about Mee Vang's situation (SUW, p. 106), figure out the number of allowances she has and identify where on the W-4 form all of this should go.

5) Another type of deduction that will affect many paychecks is related to benefits. SUW, p. 118, gives a rather concise summary of what these benefits entail. This can be done as a reading or a listening activity, or a combination of both, depending upon the teacher's preference. Have students read (or listen to) the passage and answer the True/False statements on pp. 118-119. Have students use the questions on the bottom of p. 119 and work in pairs to interview each other about their benefits. An expanded passage on Workmen's Compensation can be found on p. 52 of L&C. Have students read, discuss and answer the questions on the bottom of the page.

6) W-2 forms and tax returns can be discussed together. Again aim for a general understanding on the students' part. Because the tax laws have changed so drastically in the past year, it may not be a good idea to get into too much detail. A sample W-2 form is shown on p. 56 of HGJ and on p. 162 of SUW. Go over Jerry Smith's W-2 form (SUW) and answer the questions regarding his earnings in the 1040EZ form on p. 164. Another sample W-2 form is given on p. 54 of L&C, and p. 55 shows a completed 1040A individual return.

7) Have students work on Activity 28 on pp. 57-58 of HGJ. This can be done individually or in pairs.

INSTRUCTIONAL MATERIALS: Expressways 2, p. 79;
Speaking Up at Work, pp. 50-56, 104-107, 118-119, 162-164;

How to Get a Job and Keep It, pp. 55-61;
Lifeskills and Citizenship, pp. 52, 54-55.

EVALUATION:

1) correct interpretation of a paycheck and pay stub;
2) correct identification of the various deductions made by employers;
3) accurate explanation of at least five types of benefits;
4) correct identification of components of W-2 and W-4 forms;
5) correct location of information on W-4 forms;
6) figuring a weekly paycheck exercise (HGJ, pp. 57-58).

EMPLOYABILITY DEMONSTRATION COMPONENT

LESSON PLAN (12)

LEVEL: B

UNIT TOPIC: Forms on the Job

TOPIC FOR THIS LESSON: Medical Insurance

INSTRUCTIONAL OBJECTIVE:
1) to interpret and understand health insurance policies and application forms;
2) to fill out insurance application forms.

CONTENT: 1) insurance vocabulary:

policy
HMO
deductible
hospitalization
coverage
premium
comprehensive claim

PROCEDURE:

1) Review the different types of benefits that employers give, focusing on insurance. Turn to pp. 133-134 in SUW and have students read silently. Go over any unfamiliar vocabulary before having students volunteer to read different sections aloud.

2) Have students answer the questions on p. 134 using their own personal information, if applicable. Have them work in pairs to compare different companies and types of coverage. Have each student fill out the medical enrollment form on p. 135 (handout).

3) For additional information concerning medical insurance, turn to p. 17 in Lifeskills and Citzenship. Read the text and discuss the contents using the questions in the box.

INSTRUCTIONAL MATERIALS: Speaking Up at Work, pp. 133-135; Lifeskills and Citizenship, p. 17; Guest speaker (optional).

EVALUATION: 1) Correct identification of at least two types of health insurance offered by

employers;
2) Correct filling out of medical enrollment form (SUW, p. 135).

ADDITIONAL ACTIVITY: Have a guest speaker come in and discuss different types of medical and health insurance.

EMPLOYABILITY DEMONSTRATION COMPONENT

LESSON PLAN (13)

LEVEL: B

UNIT TOPIC: Forms on the Job

TOPIC FOR THIS LESSON: Unions

INSTRUCTIONAL OBJECTIVE: 1) to interpret information about employee organizations;
2) to interpret employee contracts and union agreements.

CONTENT: 1) employee organizations: unions.

PROCEDURE: 1) Begin with a general discussion of employee organizations. How many working students belong to a union? What does it provide for them? Was this common in their native countries? Turn to p. 146 in SUW. Have different students take turns reading the passage. Discuss any unfamiliar vocabulary. Go over the True/False and matching exercises on p. 148. Have students work in pairs to do the Interview exercise on the bottom of the page.

2) The passage on p. 56 of L&C provides a more historical view of the development of labor unions. Have students read it aloud, then discuss the two charts on the bottom of the page. Complete the sentences on p. 57 and review the topics for discussion.

3) Present Role Play 6A on p. 115 of Business Interactions (BI). It can be written on the board and read aloud a few times. Make sure students understand the situation and the different roles to be played out. Have the whole class prepare for the activity by having a brainstorming session beforehand. Discuss the purpose and list as many possible ideas for both sides of the argument. Have students volunteer or choose students to take on the roles. Four or five students can participate in the activity. The remaining students will act as the audience, and a few can be chosen to observe and evaluate the actors. Once the role play is finished, have the audience make comments and discuss.

INSTRUCTIONAL MATERIALS: Speaking Up at Work, pp. 146-

148;
Lifeskills and Citizenship, pp. 56-57;
Business Interactions, pp. 108-123.

EVALUATION:
1) brief description of the conditions that led to unions;
2) identification of direct and indirect benefits provided by labor unions;
3) role play: A 35-Hour Work Week.

EMPLOYABILITY DEMONSTRATION COMPONENT

LESSON PLAN (14)

LEVEL: B

UNIT TOPIC: Behavior on the Job

TOPIC FOR THIS LESSON: Workplace Layouts

INSTRUCTIONAL OBJECTIVE:
1) to interpret maps of workplace layouts;
2) to identify location and spatial relationship among items organized together;
3) to ask and answer questions about where things are located or where supplies are kept;
4) to follow directions to specific locations at work;
5) to ask specific questions to pinpoint locations.

CONTENT:
1) maps of workplace layouts;
2) asking for and giving directions;
3) following directions;
4) prepositions of direction/location.

PROCEDURE:
1) Open the topic by asking students if they have ever gotten lost in a building. Have them share with the rest of the class, the difficulties they have experienced and how they resolved the problem. Go over the conversation between Ken and Diane on p. 17 of Practical Conversation in English 1 (PCE). Read it aloud, have students repeat and volunteer to read aloud in pairs. Discuss the questions on the bottom of the page.

2) Turn to p. 20 in SUW. Have students read the exchange between Peter and Ahmed under Conversation 1. Have students follow Peter's directions. Are the directions clear? Discuss the floorplan of the factory. Ask students questions about the locations of certain areas (e.g., personnel office, locker rooms, etc.) so that they can review prepositions of direction and location. Go over the True/False questions on the bottom of the page. Review Conversations 2 and 3 on p. 21. Have students help Ahmed find different rooms on the second floor.

3) The rest of Section 2 in Unit 2 of SUW (pp. 22-25) deals with expressions used in asking for and giving directions. Review the expressions in each subsection and have students practice asking and giving each other directions using the diagrams provided. Do Practice 1 (listening activity) on pp. 25-26. In this exercise, students will be listening to the teacher's instructions and then tracing with their fingers from one location to another on the factory plan on p. 26. Begin the exercise by telling the students where they should begin; at the end, ask them where they are. Point out to students that the words "corridor" and "hall" are interchangeable. Also, while the phrase "take a left" is used here, some speakers would use "make a left". Examples:

A. Teacher: You are on the second floor, in the shop. (Students place their finger in the shop.) Go out and turn left. Take a left at the corridor. Go to the end of the corridor and turn right. It's the second door on the right. Where are you?
Student: I'm in the supply room.

B. Teacher: You are on the first floor, in the lunchroom. Go out and turn right. Take a right at the hall and go upstairs. At the top of the stairs, turn right. At the end of the hall, take another right. It's the second door on the right. Where are you?
Student: I'm in the shop.

C. Teacher: You are on the second floor, in the lounge. Go out and take a left. At the end of the hall, take another left and go downstairs. At the bottom of the stairs, turn right. At the end of the hall, turn right again. It's the second door on the left. Where are you?
Student: I'm in the women's locker room.

D. Teacher: You are on the second floor, in the shop. Go out and turn left. Go past the supervisor's office and turn left again. At the end of the hall, take a right. It's the

third door on the left at the end of the hall. Where are you?
Student: I'm in the men's restroom.

E. Teacher: You are on the first floor, in the personnel office. Go out and take a left. Take a left at the corridor and go upstairs. At the top of the stairs, turn right. At the end of the corridor, take another right. It's the second door on the right. Where are you?
Student: I'm in the shop.

Have students work in pairs to complete Practice 2 on p. 27.

4) Go over the questions and answers on the bottom of p. 27. Read the following numbered descriptions. Have students locate the appropriate space on the diagram of drawers, shelves and cabinet on the bottom of p. 28:

1. On the top shelf.
2. In the bottom right-hand cabinet.
3. In the second drawer from the bottom.
4. In the bottom drawer.
5. In the top left-handed cabinet.
6. On the second shelf from the bottom.
7. In the top right-hand cabinet.
8. On the bottom shelf.
9. In the top drawer.
10. In the bottom left-hand cabinet.

5) As a "hands-on" opportunity to test their direction-giving skills, give each person a room number within the building where classes are held. (It can be on any floor.) Give them five to ten minutes to find the room, making notes on how to get there. Have them be as specific as they can. When everyone is back in the original classroom, have them rewrite their directions in the clearest manner possible. Pair students off and have them exchange the room numbers with the accompanying directions. Have students look for the new rooms using the directions they have been given. They should take some paper and a pencil, in case the directions are incorrect or unclear. Have a general discussion of how the activity went when everyone returns to class.

INSTRUCTIONAL MATERIALS: Practical Conversation in

English 1, p. 17;
Speaking Up at Work, pp. 20-28;
Student-Written Directions.

EVALUATION: 1) listening activities (SUW, pp. 25-26, 28): correct location of areas;
2) room location activity.

EMPLOYABILITY DEMONSTRATION COMPONENT

LESSON PLAN (15)

LEVEL: B

UNIT TOPIC: Behavior on the Job

TOPIC FOR THIS LESSON: Interpersonal Relationships

INSTRUCTIONAL OBJECTIVE:
1) to identify practices that aid in keeping a job;
2) to identify practices that cause the loss of a job;
3) to give appropriate responses or make appropriate comments in situations requiring making suggestions, apologies or excuses.

CONTENT:
1) rules for keeping a job;
2) communication on the job:
    - suggesting
    - apologizing
    - explaining/making excuses.

PROCEDURE:

1) Turn to p. 63 of HGJ. Have students look over it silently for a few minutes before volunteering to read different sections aloud. Discuss the rules for keeping a job and the habits that could jeopardize someone's position. How have students been affected by any of these practices? Have them add to the list if necessary. Go over the True/False exercise orally. Have students read the passage on preparing for a promotion and summarize it orally or in writing.

2) OC, pp. 54-57, provides several role play situations dealing with different office situations. Read the sample script on p. 54 aloud. Have students analyze how the first speaker approaches the subject and makes suggestions and how the second speaker reacts. Use the discussion questions on the top of pp. 55 as a point of reference. How do students feel about the way in which the situation has been handled? Divide students into pairs or small groups to work on the following situations: management style and taking suggestions. Have them look at each side of

the problem and discuss tactics for addressing it before actually determining the actual shape of the conversation. Have the group act out their solutions in front of the rest of the class. Have the audience analyze and discuss the performed conversation.

3) Talk about relationships (boss-employee, co-workers) and communication on the job. Samples of apologies accompanied by the explanations can be found on pp. 91-95 of SUW and on p. 113 of EXP2. SUW, p.96 also provides short role play situations for students to act out.

INSTRUCTIONAL MATERIALS: How to Get a Job and Keep It, pp.63-66;
Office Communication, pp.54-57;
Speaking Up at Work, pp.91-96;
Expressways 2, p. 113.

EVALUATION:
1) correct identification of at least five practices that are useful in maintaining a job;
2) correct identification of at least five practices that cause people to lose their jobs;
3) role play: manangement style or taking suggestions;
4) descriptions of two or three situations that require apologies or excuses;
5) role play: making an apology.

EMPLOYABILITY DEMONSTRATION COMPONENT

LESSON PLAN (16)

LEVEL: B

UNIT TOPIC: Behavior on the Job

TOPIC FOR THIS LESSON: Nonverbal Communication

INSTRUCTIONAL OBJECTIVE:
1) to identify appropriate behavior, attitudes and social interaction for keeping a job and getting a promotion;
2) to identify different means of nonverbal communication and verbal expression;
3) to recognize cultural differences in nonverbal communication (e.g., physical distance, eye contact, etc.).

CONTENT:
1) saying what you mean: self-clarification;
2) showing what you mean: distance, gestures, eye contact, tone.

PROCEDURE:
1) The conversations on pp. 184-185 of EXP2 deal with the difference between direct and indirect verbal expression. Read one or both of the dialogs aloud. Have students repeat and practice. Go over the exercises on the bottom of the page. Pair students off so that they can come up with their own conversations.

2) The reading passage on pp. 87-90 of OC is primarily dedicated to nonverbal modes of communication. Thus, this lesson provides a good opportunity to compare and contrast practices across cultures, especially as they may relate to the workplace. Ask students what they understand nonverbal communication to be and to give examples.

3) Have someone volunteer to begin reading paragraph #2 on the bottom of p. 87. (The introductory paragraph can be skipped.) Continue by having different students read the paragraphs that follow. Stop after each one to make sure that everyone understands the concepts covered, and review any unfamiliar vocabulary. See if they can provide examples

of the various forms of nonverbal communication. They can, for example, demonstrate some gestures or voice tones and explain how they may be interpreted or misinterpreted across cultures.

4) Review the discussion questions on p. 90 (OC), and have students work in pairs to complete Activities A, B and C. Students may want to go over the exercise on politeness verbs (middle, p. 92). Discuss the answers as a class.

5) Have students look over the sample script on p. 93. They can turn to the scenario on p. 94 (Keeping Calm Under Pressure) for reference. Divide the class in two and assign each half one of the Tone of Voice activities so that they come up with the different versions of handling the client with the missed appointment. These can be performed in front of the class.

INSTRUCTIONAL MATERIALS: Expressways 2, pp. 184-185;
Office Communication, pp. 87-95.

EVALUATION: 1) identification and demonstration of at least four types of nonverbal communication;
2) role play: tone of voice.

EMPLOYABILITY DEMONSTRATION COMPONENT

LESSON PLAN (17)

LEVEL: B

UNIT TOPIC: Behavior on the Job

TOPIC FOR THIS LESSON: Changing Jobs

INSTRUCTIONAL OBJECTIVE:
1) to identify practices that lead to job promotions;
2) to understand the purpose of performance evaluations and interpret their results;
3) to identify reasons for changing jobs;
4) to write a short letter of resignation.

CONTENT:
1) changing jobs;
2) performance evaluations;
3) letters of resignation.

PROCEDURE:
1) Read the conversation between Carmen and her supervisor on p. 169 of SUW. Have students repeat and practice. Go over the True/False questions on p. 170 and discuss other ways of of asking for a promotion or about other jobs within a company.

2) Turn to p. 67 of HGJ and have students answer the questions in Activity 32 (Adjusting to Change). Go over them as part of a discussion on job changes. Reasons for leaving a job are covered in greater detail on pp. 70-71. Have different students read each section aloud and have them share experiences they may have had in the past.

3) Go back to p. 68 (HGJ) and have students read the passage on performance evaluations silently. Go over the sample evaluation form on p. 69. Conversations dealing with grades and evaluations can be found on p. 147 of EXP2. Read them aloud and have students repeat. Pair them off for additional practice before having them come up with a new conversation of their own.

4) Review the sample resignation letter on p. 72

of HGJ. Go over the information that should be included on the previous page. Have students write a short letter of resignation.

INSTRUCTIONAL MATERIALS: Speaking Up at Work, pp. 169-170;
How to Get a Job and Keep It, pp. 67-72;
Expressways 2, p. 147.

EVALUATION:
1) correct identification of the three major reasons for changing jobs;
2) role play: interpreting a performance evaluation;
3) writing: letter of resignation.

PRELITERACY LEVEL

1.0 TOPIC: PERSONAL IDENTIFICATION AND COMMUNICATION

COMPETENCIES	LESSON PLANS		VOCABULARY/EXPRESSIONS	INSTRUCTIONAL MATERIALS
	Number	Subtopic		
Initiate and respond to greetings and leavetakings. Introduce oneslf and/or a friend to someone else. Learn the names and at least one other piece of information about everyone in the class. Practice visual discrimination of shapes and lines. Produce a series of downward strokes and vertical letters in a left-to-right sequence. Copy letters. Write first and last names.	1	Greetings and Introductions	Hello/Hi How are you? My name is ______. I'm ______. Fine, thank you/thanks. Are you married? single? Do you have children? How many? My name is ______. I'm ______. This is my friend ______. This is my friend. His/Her name is ______. (I'm) Pleased/glad/happy to meet you./(It's) nice to meet you.	A New Start-Student's Book, pp. 1-2 (cassette optional) English for Adult Competency I, p. 3 Expressways Foundations, pp. 2-3 Survival English, p. 3 A New Start-Literacy Workbook 1, pp. 1-4, 9, 11 Passage to ESL Literacy, pp. 10-11
Recite the alphabet in order. Ask for and give correct spelling of first and last names. Practice visual discrimination of curved lines and letters. Produce a series of curved strokes and letters in a left-to-right sequence. Copy letters. Take letter dictation.	2	Personal Information/ Alphabet	Alphabet What is your ______? (First name) (last name)	A New Start-Literacy Workbook 1, pp. 3, 5-6, 10, 12 Passage to ESL Literacy, pp. 12-13, 31 Basic English for Adult Competency, pp. 2-4 Survival English, pp. 17, 19-20

COMPETENCIES	LESSON PLANS		VOCABULARY/EXPRESSIONS	INSTRUCTIONAL MATERIALS
	Number	Subtopic		
Recite the numbers 1-10. Count objects, pictures and symbols from 1-10. Match a given number of pictures/objects with the correct number. Ask for and give telephone numbers, addresses, zip codes and social security numbers. Distinguish between lower case and capital letters. Copy telephone numbers, addresses and zip codes. Read by sight the following words found on forms: name, first, last and middle.	3	Personal Information/ Numbers	Numbers 1-10 Basic sight words: name first last middle	A New Start-Literacy Workbook 1, pp. 7-8, 13-23, 26-28 Passage to ESL Literacy, pp. 2-4 14-15 Basic English for Adult Competency, pp. 5-6, 9-10 Survival English, pp. 22-23
Read by sight words requiring numbers as responses on forms. Identify family relationships. Identify the months of the year and the days of the week. Count by tens up to one hundred. Write dates upon request.	4	Family and Calendar Time	Words on forms requiring numbers as responses Family members Numbers: 11-19, 20, 30, 40, 50, 60, 70, 80, 90, 100 Days of the week Months of the year	Basic English for Adult Competency, pp. 12-13, 19-20 Survival English, pp. 30-32, 34, 47-49 A New Start-Literacy Workbook 1, pp. 41-60 A New Start-Student's Book, pp. 13-14

2.0 TOPIC: EMPLOYMENT

COMPETENCIES	LESSON PLANS Number	Subtopic	VOCABULARY/EXPRESSIONS	INSTRUCTIONAL MATERIALS
Identify basic components of a simple form. Read by sight words used on forms. Read and mark appropriately on a form: male/female, M/F, Mr./Mrs./Ms./Miss. Write personal information upon request. Complete a simple form with correct personal information.	5	Filling Out Forms	Parts of a form: Male/Female, M/F, Mr. Mrs. Ms. Miss.	Survival English, pp. 24-26 A New Start-Literacy Workbook 2, pp. 30-41 A New Start-Student's Book, p. 15 Basic English for Adult Competency, pp. 14, 16-18
Name common occupations. Identify general duties associated with common occupations. Describe the type of work done in the past (native country or United States). Interpret and complete job application forms (simple).	6	Types of Jobs		Basic English for Adult Competency, pp. 68-69 Passage to ESL Literacy, pp. 99-106 A New Start-Literacy Workbook 2, pp. 42-44 A New Start-Student's Book, p. 70

3.0 TOPIC: TRANSPORTATION

Identify and read time from a face clock. Read time from a digital clock. Read and understand store hours on a sign.	7	Telling Time	Numbers (1-60); What time is it? ___ o'clock ___ thirty ___ fifteen ___ forty-five Hours on a sign.	A New Start-Student Book, p. 66 A New Start-Literacy Workbook 2, pp. 20, 23-29 Basic English for Adult Competency, pp. 23-24, 41-42 Survival English, p. 225 Telling Time Bingo

COMPETENCIES	LESSON PLANS		VOCABULARY/EXPRESSIONS	INSTRUCTIONAL MATERIALS
	Number	Subtopic		
Identify coins and bills by name. Count out bills and coins. Recognize different ways of writing monetary values. Make change with currency. Use different combinations of currency to make up a dollar, also different combinations of bills to make up different values. Practice addition and subtraction skills required in making change.	8	Counting Money and Making Change	Money Vocabulary: penny nickel half-dollar dime quarter (a) one (a) five (a) ten (a) twenty Do you have change for a dollar? Do you have change for a quarter?	A New Start-Student Book, pp. 7-11 A New Start-Literacy Workbook pp. 29-33, 35-38 Basic English for Adult Competency, pp. 30-32
Identify common means of transportation. Recognize common signs found in the street. Follow simple directions.	9	Street and Traffic Signs	Getting around: walk airplane drive a car boat ride a bicycle van take the bus truck take the train ride the Metrorail Common Signs: No Left Turn No Right Turn Walk Don't Walk Stop Bus Stop Directions: stop turn left go turn right	A New Start-Literacy Workbook pp. 77-84 Basic English for Adult Competency, pp. 49-50, 52-53 large (8 1/2 x 11) flashcards of signs pictures of cars, bicycles, trains

4.0 TOPIC: COMMUNITY RESOURCES

COMPETENCIES	**LESSON PLANS** **Number**	 **Subtopic**	**VOCABULARY/EXPRESSIONS**	**INSTRUCTIONAL MATERIALS**
Recognize and read signs found in stores and on the street. Request information about location.	10	Location/Signs	In stores: Up/Down Push/Pull Elevator Stairs On the street: In/Out Entrance/Exit	A New Start-Literacy Workbook 1, pp. 95-100 A New Start-Student Book, p. 30
Identify men's and women's restroom signs. Differentiate between hot and cold water taps.	11	Restroom Signs	Male/Female M/F Hot/Cold (H/C)	A New Start-Student Book, p. 16 A New Start-Literacy Workbook 1, pp. 61-64

5.0 TOPIC: HEALTH

Identify the basic parts of the body. Identify common aches and pains.	12	Parts of the Body and Common Pains	Face: eyes ears nose mouth hair cheek neck throat arm back leg hand foot knee Headache Stomachache Sore throat Fever Earache	Basic English for Adult Competency, pp. 38-40

EMPLOYABILITY DEMONSTRATION COMPONENT

LESSON PLAN (1)

LEVEL: P

UNIT TOPIC: Personal Identification and Communication

TOPIC FOR THIS LESSON: Greetings and Introductions

INSTRUCTIONAL OBJECTIVE:
1) to initiate and respond to greetings and leavetakings;
2) to introduce oneslf and/or a friend to someone else;
3) to learn the names and at least one other piece of information about everyone in the class;
4) to practice visual discrimination of shapes and lines;
5) to produce a series of downward strokes and vertical letters in a left-to-right sequence;
6) to copy letters;
7) to write first and last names.

CONTENT:
1) greetings: hello/hi
   How are you?
   Fine, and you?
   not bad/okay

2) leavetakings: good-bye/'bye
   see you later
   see you tomorrow

3) introductions: My name is _______________./
   I'm ____________.
   (I'm) Pleased/happy to meet you.
   (,too)
   I'm from _______________.
   I've been here for ___________.
   This is my friend ___________.
   Where are you from?
   How long have you been here?
   What's your name?

4) concept of same/different with shapes and lines of differing size and appearance

PROCEDURE: 1) Teacher introduces him/herself and goes around the room asking students for their names and exchanging greetings. Have students introduce themselves to their neighbors using the chain method and exchanging personal information.

2) Go over a short dialog of greetings or introductions (EACI, p. 3; ANS-SB, pp. 1-2; SE, p. 3; or EXP, pp. 2-3). Read aloud several times. Have them repeat line by line, until they begin to feel comfortable with it. Divide the class in half and have each side take a role. Practice in this manner once or twice and then ask for two rows to do the same. Ask pairs of students to volunteer to act out the conversation on a one-to-one basis. Have everyone try this at least once.

3) Go over the concept of "same" by using concrete objects such as two books, two pencils, two pens, etc. Draw pairs of shapes on the board. It may also be helpful to have cardboard cutouts or large flashcards of circles, triangles, squares and other different shapes. Have students answer the question "Is it the same?" Do this with shapes, lines and curves that are the same.

4) Once they understand this, erase the board and put up two shapes that are different, e.g. a square and a circle. The answer to the question should now be "no". Practice with different shapes and lines that are different. This can be done on the board with drawings or by showing and/or taping up flashcards.

5) For individual practice have students place a blank transparency on whatever page of the book they are working on and use a washable marking pen to complete the exercise. By using a transparency, students can work on an exercise more than one time. Shape discrimination exercises are found on pp. 10-11 of PESL and pp. 1-4 of ANS-L1.

6) Teacher demonstrates various downward strokes (straight and diagonal) in the air, using hand and arm motions. Students should imitate the action. Teacher then makes similar strokes on the board. Students can take turns going up to the board and imitating. This can be practiced at the students' seats as well. Draw horizontal guidelines on the board and demonstrate the

alignment of strokes within them, allowing for proper spacing. Have volunteers go to the board to practice. Students should be given extra-wide ruled paper to use at their desks. Make sure they practice going from left to right across the page.

7) Write the letters E, F, H, I, L and T on the board to show how they are formed. Have students trace them on a transparency for the exercise on p. 9 of ANS-L1. Once they have traced the letters, they should copy them onto the lines provided. Students can work in pairs or groups of three to do these exercises. Do the same for A, M, N, V, W, X, and Y on p. 11.

8) While they work on the exercises go to each student individually and write out their names in large block letters for them to trace and copy.

INSTRUCTIONAL MATERIALS: A New Start-Student's Book, pp. 1-2 (cassette optional);
English for Adult Competency I, p. 3;
Expressways Foundations, pp. 2-3;
Survival English, p. 3;
A New Start-Literacy Workbook 1, pp. 1-4, 9, 11;
Passage to ESL Literacy, pp. 10-11;
flashcards and cutouts of different shapes;
extra-wide ruled paper;
transparencies washable ink marking pens.

EVALUATION:

1) oral conversation including greeting and leavetaking (introduction optional);

2) visual discrimination of shapes:
   a) in PESL, pp. 10-11: 4 out of 5 correct on either page;
   b) in ANS-L1, pp. 1-4: 5 out of 6 correct on any page.

3) written production:
   a) downward strokes aligned across a page;
   b) vertical letters on pp. 9 and 11 of ANS-L1.

EMPLOYABILITY DEMONSTRATION COMPONENT

LESSON PLAN (2)

LEVEL: P

UNIT TOPIC: Personal Identification and Communication

TOPIC FOR THIS LESSON: Personal Information/Alphabet

INSTRUCTIONAL OBJECTIVES:
1) to recite the alphabet in order;
2) to ask for and give correct spelling of first and last names;
3) to practice visual discrimination of curved lines and letters;
4) to produce a series of curved strokes and letters in a left-to-right sequence;
5) to copy letters;
6) to take letter dictation.

CONTENT:
1) alphabet and spelling of names;
2) requesting/giving personal information:

What is your _________?
(first name)
(last name)

PROCEDURE:
1) Review greetings and introductions. Go around the room so that everyone has a chance to speak. Go over first/last/middle names. Explain how Americans only use one last name, especially women, who usually use their husbands last names, dropping their maiden names. Read aloud the short dialogs on p. 17 of SE. Have students repeat, line by line, and then practice with a partner. BEAC, pp. 2-4, can also be used for working with first and last names.

2) Go over the alphabet and have students repeat, letter by letter. Pick a student and ask for his/her name. Write it up on the board and spell it. Have the class repeat. Do this until everyone's name is on the board and has been spelled out by the entire class. Pair students off and have them ask each other for their first and last names including spelling. They can use the dialog on p. 19 of SE as a model.

3) Work on visual discrimination by reviewing shapes, lines and curves with flashcards and/or the exercises in ANS-L1. Turn to pp. 5-6 in ANS-L1 and have students work on the circling exercise. Similar exercises can be found on pp. 12-13 of PESL.

4) Review p. 3 of ANS-L1 before having students practice writing curves. Begin with circles (the letter "o"), then move to semi-circles (the letter "c", the backward one " " and the letter "u"). They should write rows of these, both capital and lower case so that they practice size differences. Show students flashcards with these shapes to practice visual discrimination as well as writing.

5) Put the letters K, Z, O, Q, C,and G on the board to show how they are formed. Turn to the exercise on p. 10 of ANS-L1 and have students use their transparencies and marking pens to trace and copy the letters. Do the same for U, J, S, D, P, R and B on p. 12. PESL begins writing exercises on p. 31, using capital and lower case letters. Have students work on this page using their transparencies. SE, pp. 20-21, provides additional letter writing practice.

INSTRUCTIONAL MATERIALS: A New Start-Literacy Workbook 1, pp. 3, 5-6, 10, 12;
Passage to ESL Literacy, pp. 12-13, 31;
Basic English for Adult Competency, pp. 2-4;
Survival English, pp. 17, 19-20.

EVALUATION: 1) oral production of at least two items of personal information (e.g., first/last name or spelling of either) upon request;

2) visual discrimination of lines and curves:
   a) in ANS-L1, pp. 5-6: 7 out of 9 correct on either page;
   b) in PESL, pp. 12-13: 8 out of 10 on either page.

3) written production:
   a) curved strokes aligned across a page;
   b) curved letters on pp. 10 and 12 of ANS-L1.

EMPLOYABILITY DEMONSTRATION COMPONENT

LESSON PLAN (3)

LEVEL: P

UNIT TOPIC: Personal Identification and Communication

TOPIC FOR THIS LESSON: Personal Information/Numbers

INSTRUCTIONAL OBJECTIVES:
1) to recite the numbers 1-10;
2) to count objects, pictures and symbols from 1-10;
3) to match a given number of pictures/objects with the correct number;
4) to ask for and give telephone numbers, addresses, zip codes and social security numbers;
5) to distinguish between lower case and capital letters;
6) to copy telephone numbers, addresses and zip codes;
7) to read by sight the following words found on forms: name, first, last and middle.

CONTENT:
1) numbers 1-10;
2) visual discrimination of upper and lower case letters;
3) addresses, telephone numbers, zip codes and social security numbers;
4) basic sight words found on forms: name, first, last and middle.

PROCEDURE:
1) Review spelling of names before introducing numbers (1-10) orally. Have students repeat each one several times. It might be helpful to hold up objects (e.g., books or pencils) or put groups of marks or shapes on the board to assist in the counting process. As students repeat the numbers, write them up on the board to help in the counting process. Ask students questions relating to numbers, for example, how old they are, what their addresses and telephone numbers are, and so on.

2) Have students work on visual discrimination exercises. Review previous work before going on to ANS-L1, pp. 7-8 and PESL, pp. 14-15. The PESL exercises focus specifically on the distinction between lower case and capital letters.

3) Going back to numbers, turn to the exercises in ANS-L1, pp. 18-19. Have students work on these pages using their transparencies and marking pens. Go over the counting exercise on p. 20, having the class count the number of dots in each group out loud. Have students work on pp. 2-4 of PESL, circling the correct answers and practicing their writing of numbers. ANS-L1, pp. 21-22 provide students an opportunity to read, trace and copy the numbers 1-10, while p. 23 has an additional counting exercise for reinforcement.

4) Turn to p. 22 of SE for a dialog concerning asking for and giving certain information, such as addresses and telephone numbers. Have students repeat and practice the dialog before turning to the model on p. 23. Have them work with a partner and take turns asking for and giving the desired information. For additional address writing practice, turn to BEAC, pp. 5-6 and 9-10. Telephone and social security number writing exercises can be found on pp. 26-28 of ANS-L1.

5) To begin facilitating recognition of basic sight words found on forms, turn to p. 13 of ANS-L1. Have students read, trace and copy the word name, then circle it and finally read it in form format so that they can write out their names. Repeat the procedure with first, last and middle on pp. 14-16. Have students finish by filling out the sample forms on p. 17.

INSTRUCTIONAL MATERIALS: A New Start-Literacy Workbook 1, pp. 7-8, 13-23, 26-28;
Passage to ESL Literacy, pp. 2-4, 14-15;
Basic English for Adult Competency, pp. 5-6, 9-10;
Survival English, pp. 22-23.

EVALUATION: 1) oral production of correct address and telephone;

2) visual discrimination of capital and lower case letters and basic sight words:
   a) in PESL, p. 14: 8 out of 10 correct;
   b) in ANS-L1, pp. 18-19: 7 out of 9 correct;
   c) in ANS-L1, pp. 13-16: 4 out of 5 and 2 out of 3, where applicable.

3) counting and matching exercises:
   a) in ANS-L1, p. 23: 8 out of 9 correct;
   b) in PESL, p. 2: 7 out of 9 correct;
   c) in PESL, p. 4: 7 out of 8 correct.

4) written production:
   a) in ANS-L1, pp. 21-22 and PESL, p. 3: numbers;
   b) in ANS-L1, pp. 26-28: telephone and social security numbers;
   c) in ANS-L1, p. 17: correct filling in of first, middle and last names.

EMPLOYABILITY DEMONSTRATION COMPONENT

LESSON PLAN (4)

UNIT TOPIC: Personal Identification and Communication

TOPIC FOR THIS LESSON: Family and Calendar Time

INSTRUCTIONAL OBJECTIVE:

1) to read by sight words requiring numbers as responses on forms;
2) to identify family relationships;
3) to identify the months of the year and the days of the week;
4) to count by tens up to one hundred;
5) to write dates upon request.

CONTENT:

1) words on forms requiring numbers as responses:
   - telephone number
   - apartment number
   - social security number
   - house number
   - zip code
   - age

2) family members:
   - mother
   - father
   - son
   - daughter
   - sister
   - brother
   - aunt
   - uncle
   - grandfather
   - grandmother
   - grandson
   - granddaughter
   - child/-ren
   - grandchild/-ren
   - cousin
   - husband/wife

   Are you married? single?
   Do you have children?
   How old are they?
   I'm married/single/divorced/widowed.

3) numbers: 11-19, 20, 30, 40, 50, 60, 70, 80, 90, 100

4) days of the week:
   - today
   - tomorrow
   - yesterday
   - last week
   - next week
   - Monday
   - Tuesday
   - Wednesday
   - Thursday
   - Friday
   - Saturday
   - Sunday

5) months of the year:
   - January
   - February
   - March
   - April
   - May
   - June
   - July
   - August
   - September
   - October
   - November
   - December

When is your birthday?
When were you born?

PROCEDURE:

1) Personal information is put together in a simple form on p. 54 of ANS-L1. Students should be able to fill it out with their own personal information. The following pages give additional items, such as city and state, so that students can write a complete address. Have them work on pp. 55-59 to practice visual discrimination, copying and writing.

2) Introduce the subject of family members by asking students personal questions about marital status and children. Show a picture of the family (BEAC, p. 20 can be copied onto a transparency) and see if students can identify the members. Turn to p. 31 of SE and read the dialog aloud once or twice, then line by line with students repeating. Write the words married and widowed on the board and have students spell them out. Turn to the next page and repeat the procedure, this time writing single and divorced on the board. Have them ask each other questions about their families: Who lives in your house? Who lives with you? Briefly go over regular plurals with -s and the irregular -ren.

3) Ask if students know what day it is. Go over the days of week, and also introduce today, tomorrow and yesterday. Have them repeat each day several times. Once they are familiar with the vocabulary. Ask them questions:

   What's today? tomorrow?
   What was yesterday?
   What days do we have class? etc.

   More samples of these can be found on p. 48 of SE. Turn to p. 42-45 in ANS-L1. Have students read, trace and copy the days of the week and their abbreviations. The matching and visual discrimination exercises on these pages should be done as well. Once they have practiced writing all the abbreviations, they should go back to p. 41 and fill in the top of the calendar and do the matching exercise on p. 46.

4) Practice the numbers 11-19. Write the

numerals on the board for recognition. Have students repeat. Quiz them by pointing to a number and having them identify it. Repeat this for the tens digits. Show them flashcards of the numbers for identification. Have them write out rows of the numbers studied in their notebooks. Show students how to combine 1-9 with the tens digits they just learned to come up with the rest of the numbers. This may have to be reviewed several times in subsequent classes. Higher numbers may be practiced by asking students how old they are. Have them practice tracing and copying the numbers on pp. 29-30 of ANS-L1. More number writing practice can be found on p. 46 of SE.

5) Turn to the conversation on p. 30 of SE and read, line by line, with students repeating. Write Bob's date of birth on the board. Ask different students for their birth dates and write these up as well. Go over the months of the year orally and then have students copy them in order. Practice spelling them as well. Turn to pp. 47-53 in ANS-L1 for practice in tracing and copying the abbreviations for the months, and have students do the visual discrimination and matching exercises on these pages. Do the abbreviations exercise on p. 13 of ANS-SB. Go over writing dates (long and short forms) emphasize M-D-Y order. Give a short (five or six dates) dictation to assure mastery of these forms.

INSTRUCTIONAL MATERIALS: Basic English for Adult Competency, pp. 12-13, 19-20;
Survival English, pp. 30-32, 34, 47-49;
A New Start-Literacy Workbook 1, pp. 41-60;
A New Start-Student's Book, pp. 13-14.

EVALUATION: 1) oral production: days of the week;
months of the year.

2) visual discrimination:
   a) in ANS-L1, pp. 44-45: correct underlining and circling of appropriate items;
   b) in ANS-L1, pp. 49-51: correct underlining and circling of appropriate items;
   c) in ANS-L1, pp. 55-56, 58: correct under-

lining and circling of appropriate items.

3) matching exercises:
   a) in ANS-L1, p. 46: 7 out 7 correct;
   b) in ANS-L1, p. 49: 5 out of 5 correct;
   c) in ANS-L1, p. 51: 4 out of 4 correct;
   d) in ANS-L1, p. 53: 3 out of 3 correct.

4) written production:
   a) in ANS-L1, pp. 57-60: basic personal information;
   b) days of the week;
   c) months of the year;
   d) date dictation.

EMPLOYABILITY DEMONSTRATION COMPONENT

LESSON PLAN (5)

LEVEL: P

UNIT TOPIC: Employment

TOPIC FOR THIS LESSON: Filling Out Forms

INSTRUCTIONAL OBJECTIVES:

1) to identify basic components of a simple form;
2) to read by sight words used on forms;
3) to read and mark appropriately on a form: male/female, M/F, Mr./Mrs./Ms./Miss;
4) to write personal information upon request;
5) to complete a simple form with correct personal information.

CONTENT:

1) parts of a form:
    - first name
    - last name
    - address
    - city
    - state
    - telephone number
    - date of birth
    - zip code
    - date
    - social security number
2) male/female = M/F,
   Mr., Mrs., Ms., Miss.
3) filling out a simple form.

PROCEDURE:

1) Review the questions on p. 24 of SE orally. Have students work in pairs to practice these items aloud. The person who is asking the questions should write the information given on a piece of paper, as if it were a type of dictation. He/she should ask for repetition and/or clarification when necessary. Roles should be reversed so that each student has an opportunity to dictate as well as receive dictated information. When they finish, have them fill out the form on p. 25 and fill in the sentences on the bottom of the page.

2) Turn to pp. 30-31 of ANS-L2. Have students review dates by reading, tracing and copying date, month and year in the appropriate

spaces. Dictate some dates to be written in the available spaces on p. 31. On p. 32, have students place their transparencies over the page so they can trace the word birthdate and practice writing it a few times. Ask them questions regarding their birthdays. Have them write out the dates in both long and short forms (e.g., Jan. 25, 1961 and 1/25/61) on the bottom of the page. Students should be able to fill out the forms on pp. 14 and 16 of BEAC and do the corresponding matching exercises on each page.

3) ANS-SB, p. 15, contains a sample of a form that is already filled out. Review the basic information found on the form, making sure that students know the items that correspond to each line. Have them fill out the blank sample on the bottom of the page. Turn to p. 33 of ANS-L2 and have students work on the exercises dealing with sex (M/F). Then go over the exercises that deal with titles (Mr., Mrs., Ms., Miss) on pp. 34-37. Do the exercise on p. 35 as a class or small group activity. Use students as their own examples.

4) Review married, divorced, widowed and separated. Writing and visual discrimination practice for these are available on pp. 38-39 of ANS-L2. On p. 40 students can circle their choice and discuss why they think the figure in the drawing has that status. Have them fill in their own marital status in the samples given on p. 41. Turn to p. 17 in BEAC for additional practice doing this and have them fill out the form on p. 18.

INSTRUCTIONAL MATERIALS: Survival English, pp. 24-26;
A New Start-Literacy Workbook 2, pp. 30-41;
A New Start-Student's Book, p. 15;
Basic English for Adult Competency, pp. 14, 16-18.

EVALUATION: 1) oral production: requesting and giving personal information;

2) visual discrimination:
   a) in ANS-L2, p. 32: correct underlining and circling of appropriate items;
   b) in ANS-L2, p. 34: correct underlining, circling and marking (with "X") of appro-

priate items.

3) matching exercises:
   a) in SE, p. 26: 9 out of 9 correct;
   b) in ANS-L2, p. 33: 6 out of 6 correct;
   c) in ANS-L2, p. 35: 8 out of 9 correct.

4) written production:
   a) in SE, p. 25: correct filling out of form and sentences;
   b) in ANS-L2, p. 33: circling of appropriate sex in last exercise;
   c) in ANS-L2, p. 37: circling of appropriate title with written name;
   d) in BEAC, pp. 14, 16, 18: correct filling out of sample forms.

EMPLOYABILITY DEMONSTRATION COMPONENT

LESSON PLAN (6)

LEVEL: P

UNIT TOPIC: Employment

TOPIC FOR THIS LESSON: Types of Jobs

INSTRUCTIONAL OBJECTIVE:

1) to name common occupations;
2) to identify general duties associated with common occupations;
3) to describe the type of work done in the past (native country or United States);
4) to interpret and complete job application forms (simple).

CONTENT:

1) jobs and occupations;
2) components of a job application form.

PROCEDURE:

1) Go around the room, asking students if they work or if they worked in their native country. Have them give a short explanation or description of what they do/did. Turn to pp. 68-69 in BEAC. Go over the occupations found in the pictures by asking questions of the class and then by having students work in pairs asking each other questions about what is being done in the pictures.

2) Turn to p. 99 in PESL. Read the question and answer series in the first box. Have students repeat the questions as well as the answers. Ask the question in the second box, addressing it to the whole class. Have them give the answer as a group and discuss the new vocabulary word (e.g., busboy). Go over the items in the rest of the boxes. To give each student a chance to read, use the chain method to review. Pick one student and ask him/her the question in #1. Once the student gives the response, he/she should turn to a person nearby and ask the next question. The pattern should be continued (repeating the questions several times, if necessary) until everyone has had a chance to practice. The last student should pose the question to the teacher.

3) Turn to p. 100 of PESL and have students practice answering the questions. Ask them and have them ask each other the same questions using "you" and "I". Have students read the questions on p. 101 and write out the answers on their own paper. Repeat this for pp. 102-103. Go over the short conversations in each box. Have students repeat and practice. Have them write out the answers to the questions on pp. 104-105. Go over the questions on p. 106. Discuss the answers as a class activity.

4) Turn to p. 42 in ANS-L2 and have students continue working with the different items found on a form. Ask them questions about the vocabulary as it relates to them on a personal level and have them practice their writing as much as possible. Continue working through p. 44.

7) Give students a copy of the sample form containing all the information covered (p. 70 of ANS-SB) and have them fill it out individually.

INSTRUCTIONAL MATERIALS:
Basic English for Adult Competency, pp. 68-69;
Passage to ESL Literacy, pp. 99-106;
A New Start-Literacy Workbook 2, pp. 42-44;
A New Start-Student's Book, p. 70.

EVALUATION:
1) identification of at least five common occupations;
2) correct filling out of sample forms, p. 70, ANS-SB.

EMPLOYABILITY DEMONSTRATION COMPONENT

LESSON PLAN (7)

LEVEL: P

UNIT TOPIC: Transportation

TOPIC FOR THIS LESSON: Telling Time

INSTRUCTIONAL OBJECTIVES:
1) to identify and read time from a face clock;
2) to read time from a digital clock;
4) to read and understand store hours on a sign.

CONTENT:
1) numbers (1-60);
2) what time is it?
   ___ o'clock
   ___ thirty
   ___ fifteen
   ___ forty-five
3) hours on a sign.

PROCEDURE:
1) Start the lesson by asking what time the class begins and ends. Then ask what time it is at that particular moment. Some students may already know how to tell time in English, but many will not. Draw a clock on the board. Fill in the numbers, but do not draw hands or indicate a particular time. Starting at midnight (12:00), point to each hour and have students repeat (e.g., one o'clock, two o'clock,...) until noon is reached. The hours between midnight and noon are indicated by "a.m." and those between noon and midnight by "p.m." Go back to the 12 and have students count out the minutes by fives. Go over the tens (20, 30, etc.) if they do not already know them.

2) Turn to p. 23 of BEAC and point to the first clock. Ask different students what time is indicated there. Repeat for the next five examples. Have students do the matching exercise on the bottom of the page. Go over the same procedure for pp. 24 and 41-42.

3) Review numbers by writing a series of them on the board and having different students identify them. Have students go up to the board in small groups and dictate three or four numbers for them to write down. Have students look at p. 20 of ANS-L2. Go over the times in the left-hand column. Have students repeat (e.g. one o'clock, one-thirty, seven forty-five, etc.) Have them circle the matching time and then practice saying the other choices aloud. Work on pp. 23-29 of ANS-L2 for additional practice.

4) Draw a circle clock on the board. Ask students when they do certain activities (e.g., eat meals, go to work or school, etc.) and have them go up to the board and fill in the time. They can ask each other these and similar questions to practice asking for and giving information. At different intervals in the class, ask what time it is and have different students respond.

5) Turn to p. 225 of SE. Read the conversation aloud with students repeating. Divide the class in two; have one half take the part of (A) and the other read (B). Then have different pairs of students take turns. Go over the bank hours sign and have students answer the questions on the bottom of the page. Go over the hours on the sign on p. 66 of ANS-SB. Have students complete the bottom of the page by drawing the times on the clocks.

6) Play Telling Time Bingo. Hand each student a card and several chips. Shuffle the cards that have the time written on them and place them face down. Pick one card. Call out the time. Students who have a match should put a chip on their card. The first student to cover all the clocks wins. The winner should draw his/her card's clocks on the board and identify the time indicated by each. A small prize (e.g. a free Coke at break time, or a candy bar the next class) can be given if the instructor so desires. The game can be played again if the students need more practice with telling time.

INSTRUCTIONAL MATERIALS: A New Start-Student Book, p. 66;
A New Start-Literacy Workbook 2, pp. 20, 23-29;

Basic English for Adult Competency, pp. 23-24, 41-42;
Survival English, p. 225;
Telling Time Bingo.

EVALUATION: 1) oral production: give the correct time upon request;

2) written production:
  a) write the correct times for the clocks on p. 29 of ANS-L2;
  b) draw the corresponding store hours on the clocks provided, ANS-SB, p. 66.

EMPLOYABILITY DEMONSTRATION COMPONENT

LESSON PLAN (8)

LEVEL: P

UNIT TOPIC: Transportation

TOPIC FOR THIS LESSON: Counting Money and Making Change

INSTRUCTIONAL OBJECTIVE:
1) to identify coins and bills by name;
2) to count out bills and coins;
3) to recognize different ways of writing monetary values;
4) to make change with currency;
5) to use different combinations of currency to make up a dollar, also different combinations of bills to make up different values;
6) to practice addition and subtraction skills required in making change.

CONTENT: 1) money vocabulary:

penny	nickel	half-dollar
dime	quarter	
(a) one	(a) five	
(a) ten	(a) twenty	

2) making change: Do you have change for a dollar?
Do you have change for a quarter?

3) paying and receiving change;
4) adding and subtracting from a dollar.

PROCEDURE: 1) Review the numbers from one to a hundred aloud, either as a group or by having Student #1 say 1-10, Student #2 say 11-20, etc., up to 100. This should be done with their books and notebooks closed to see how much they remember. Then repeat the procedure with the different students saying the numbers while someone writes what is being said on the board. Give each student a a short list of numbers and divide them into pairs. Have each student give his/her partner a "number dictation".

2) Turn to pp. 30-31 in BEAC to introduce money. It may be helpful to have some real coins and bills to use as examples. Have students review the values using the numbers they have just learned. Go over the names of the coins on p. 30 and the equivalencies on p. 31. Have students practice making change by asking them questions like: "How many nickels make a dime?" "How many quarters are in a dollar?" etc. They can also ask each other if they have change according to how much money they are actually carrying at the moment. Have students do the Count and Write on pp. 31-32 at their seats. Go over the responses orally.

3) Go over the first dialog on p. 11 (ANS-SB) about getting change for a bus fare. Have students repeat several times. Oral practice should be reinforced as much as possible. Students can role play dialogs in front of the class using real or play money. Use the boxes to the left of the picture on p. 11 to help explain how much money should be paid, how much was actually given and how much change was received.

4) Have students do the counting exercises on pp. 31-32 of ANS-L1. They should write the correct amount on the line. Also have them do the matching exercise on p. 33.

5) Go over p. 35 (ANS-L1) having students count aloud, first how many coins there are and then by their values (e.g., they see five nickels: first count the five and then they figure out their value by counting by fives). Have the review the names of the coins while they do this. Have them do the exercises on p. 36 and then review orally.

6) Review counting bills. Have students work on pp. 37-38 orally and in writing. Read the dialog on the bottom of p. 11 (ANS-SB) aloud with students listening before having them repeat several times. Have volunteers read aloud in pairs. (Make sure everyone gets a turn.)

7) Give students pieces of paper with different

amounts written on them (real or play money can also be used). Have students work in pairs and role play asking for change based on the "money" that they have been given.

INSTRUCTIONAL MATERIALS: A New Start-Student Book, pp. 7-11;
A New Start-Literacy Workbook 1, pp. 29-33, 35-38;
Basic English for Adult Competency, pp. 30-32.

EVALUATION:
1) correct identification of coins and bills and their corresponding values;
2) number writing exercise
3) correct writing of dictated numbers;
4) written exercises (ANS-L1, pp. 37-38);
5) role play: making change.

EMPLOYABILITY DEMONSTRATION COMPONENT

LESSON PLAN (9)

LEVEL: P

UNIT TOPIC: Transportation

TOPIC FOR THIS LESSON: Street and Traffic Signs

INSTRUCTIONAL OBJECTIVE:
1) to identify common means of transportation;
2) to recognize common signs found in the street;
3) to follow simple directions.

CONTENT:
1) getting around:
   - walk
   - drive a car
   - ride a bicycle
   - take the bus
   - take the train
   - ride the Metrorail
   - airplane
   - boat
   - van
   - truck
2) common signs:
   - NO LEFT TURN
   - NO RIGHT TURN
   - WALK
   - DON'T WALK
   - STOP
   - BUS STOP
3) directions:
   - stop
   - go
   - turn left
   - turn right

PROCEDURE:

1) Ask students how they get to school. Do they walk, drive or take the bus? Show students pictures of different means of transportation and identify each. Have students practice saying the vocabulary. Write the words up on the board and have students copy them down and practice their writing.

2) Act out basic directions (stop, go, left, right). Have students get up and follow a series of directions given by the teacher or by other students. Review the directions again, this time writing the words on the board. Have different students volunteer to spell out the words. Have them all read and repeat.

3) As a listening comprehension/following directions activity, have students sit in a circle. Give each an index card (or some other concrete object). The teacher will give commands starting with a direction (left/right) and then go/stop. Students are to pass the cards to their neighbors (on the left or right, depending on the command). The teacher should not change commands too rapidly. This activity should last about five to ten minutes.

4) To practice their writing skills, have students work on the handouts from ANS-L1 (pp. 77-84). These exercises involve tracing and copying words, circling and underlining words for visual discrimination, matching, and writing words that begin with the same letter. Students can recopy the vocabulary on their own paper for additional practice.

INSTUCTIONAL MATERIALS: A New Start-Literacy Workbook 1, pp. 77-84;
Basic English for Adult Competency, pp. 49-50, 52-53;
large (8 1/2 x 11) flashcards of signs;
pictures of cars, bicycles, and trains.

EVALUATION:
1) identification of the four most common means of transportation.
2) listening comprehension activity.
3) completion of p. 78 on the handouts involving visual discrimination and reading comprehension.

EMPLOABILITY DEMONSTRATION COMPONENT

LESSON PLAN (10)

LEVEL: P

UNIT TOPIC: Community Resources

TOPIC FOR THIS LESSON: Location/Signs

INSTRUCTIONAL OBJECTIVES:
1) to recognize and read signs found in stores and on the street;
2) to request information about location.

CONTENT:
1) signs found in stores:
   UP/DOWN
   PUSH/PULL
   ELEVATOR
   STAIRS
2) signs found on the street:
   IN/OUT
   ENTRANCE/EXIT

PROCEDURE:

1) Show students pictures of different signs to see how many they recognize. Where have they seen these signs before?

2) Read the dialog on p. 30 of ANS-SB aloud. Have students repeat several times until they become familiar with it. Break up the conversation into question and answer: the teacher asks the question (e.g., Excuse me, can you help me?) and the stuents gives the response (yes), and so on until the conversation is finished. Have stuents practice in pairs.

3) Turn to p. 95 in ANS-L1. Explain up and down by pointing and using arrows. Have students do the exercises for writing practice. Have students also work on pp. 96-100.

4) Have students with a partner to make up a short conversation requesting information about location which they will present to the other students.

INSTRUCTIONAL MATERIALS: A New Start-Literacy Workbook 1, pp. 95-100;
A New Start-Student Book, p. 30.

EVALUATION:
1) correct reading of signs found in stores.
2) demonstrating knowledge of how to ask for location information in a store.

ADDITIONAL ACTIVITIES:
1) Ask students to write down different signs they see on their way to work or school and bring them to class.

EMPLOYABILITY DEMONSTRATION COMPONENT

LESSON PLAN (11)

LEVEL: P

UNIT TOPIC: Community Resources

TOPIC FOR THIS LESSON: Restroom Signs

INSTRUCTIONAL OBJECTIVE: 1) to identify men's and women's restroom signs;
2) to differentiate between hot and cold water taps.

CONTENT: 1) male/female restroom signs: pictures of men and women;
2) hot and cold (H/C).

PROCEDURE: 1) Teacher should start out by identifying men and women, for example:

I am a woman.
You are a man.
She is a woman.
He is a man. (etc.)

Stick figure drawings on the board or pictures may be helpful. Teacher should go over the plurals (men/women), explaining that these are irregular and don't take an s. Have students do the circling exercise in ANS-L1, p. 63.

2) Go back to pp. 61-62 (ANS-L1). Have students practice writing and saying restrooms, men and women. Ask someone where the restrooms are on the particular floor where the classroom is located. Have them do the visual discrimination exercises (circling and underlining) and ask each other for directions to the restroom.

3) Go over cold and hot. Have students practice writing on p. 64 (ANS-L1). Students can put the whole lesson together by putting the correct words on the corresponding pictures on p. 16 of ANS-SB.

INSTRUCTIONAL MATERIALS: A New Start-Student Book, p. 16;
A New Start-Literacy Workbook 1,
pp. 61-64

EVALUATION: 1) correct identification of M/F restroom signs;
2) correct identification of hot and cold water taps.

EMPLOYABILITY DEMONSTRATION COMPONENT

LESSON PLAN (12)

LEVEL: P

UNIT TOPIC: Health

TOPIC FOR THIS LESSON: Parts of the Body and Common Pains

INSTRUCTIONAL OBJECTIVES:
1) to identify the basic parts of the body;
2) to identify common aches and pains.

CONTENT:
1) parts of the body;
2) common aches and pains.

PROCEDURE:

1) To see how much body vocabulary students already have, point to different parts and ask "what's this?" or ask them to show their _______ (e.g. show me your arm, tell me where your nose is, etc.) Go over different parts of the body. Write them on the board. Have students repeat and copy. Review until students are familiar with the vocabulary. The visual on p. 38 of BEACI may be helpful.

2) Play "Teacher says." This is a modified version of the children's game "Simon Says." All the students stand up. The teacher will issue a series of commands some of them preceded by "Teacher Says" (teacher's name can be substituted). Students are to act upon the commands only when the teacher "says" to do so. If they point to the wrong part they are "out." For example:

    Teacher says touch your nose.
    Teacher says touch your hair.
    Touch your knee.

The students who touch their knees are "out" and must sit down. The game continues until only one person is left standing and is declared the winner. Students may not understand what they are supposed to do at first, but once they catch on, it may be difficult to declare a winner. To make it more challenging, the teacher can speed up the pace of the commands.

3) Review ways of asking people how they feel (e.g. What's wrong? What's the matter? Where does it hurt?) and then go over common aches and pains (e.g. headache, stomachache, backache, sore throat, etc). Once students are familiar with these, tell them that they are all sick and that they have to identify what is wrong or where it hurts. For example, the teacher asks "What's the matter?" The student then replies "I have a backache" or "my back hurts." Go over the pictures on pp. 39-40 of BEAC. Have students identify what the problem is in each one.

INSTRUCTIONAL MATERIALS: Basic English for Adult Competency, pp. 38-40

EVALUATION:

1) correct identification of at least ten parts of the body (can be done through the "Teacher Says" activity);
2) correct identification of four common maladies.

COUNSELING COMPONENT

EMPLOYABILITY DEMONSTRATION COMPONENT

COUNSELING SESSION (1)

OBJECTIVES: 1) introduce the counseling part of the program;

2) assess students' needs/interests in terms of employability;

3) begin to identify future trends in the job market as they relate to immigrants and Hispanics.

ACTIVITIES:

1) Introduce this segment of the program. Give a brief overview of the various topics to be covered in subsequent sessions, relating this to what is done in the ESL class. Give students the Student Interest Assessment. Go over each item and have them check off the ones that they feel are most important to them. They should feel free to add to the list in the space provided at the bottom of the page. (10-15 min.)

2) Have students introduce themselves and ask if they work. Find out what types of jobs they have and compare to the kind of work they had in their own countries and the type of employment they would like to obtain. Aside from the language barrier, what other difficulties have they encountered in terms of work? (20-25 min.)

3) Before starting the discussion on future job trends, give students the Cuestionario sobre carreras and have them fill it out as completely as possible. Go over the answers and incorporate them into a general discussion of employment. Although the publication date for the manual from which the questionnaire was taken is 1987, some of the information in the questions may be dated. Discuss how things may or may not have changed in the last ten years. (20-25 min.)

4) Use the previous handout to introduce the topic of labor trends through the year 2000. Begin with general information about national trends, and then narrow it down to general information at the county level. Use transparencies to show how the labor

force (job seekers) and employment (jobs available) have grown since the 1970s, what their status has been during the 1980s and what the projections are for the year 2000. Show how education level affects salaries and how the Hispanic population is projected to influence the labor force. (30-35 min.)

5) Have a brief question and answer period. (10 min.)

MATERIALS:

1) Handouts: EDC Student Interest Assessment
   (Spanish version)
   Cuestionario sobre carreras

2) Transparencies: The labor force (p. 5)
   Employment growth (p. 13)
   The Hispanic labor force (p. 12)
   The growing need for education (p. 36)

3) Overhead projector/screen

REFERENCES:

The Changing Labor Force. (Fall 1987) Occupational Outlook Quarterly, pp. 5, 12-13, 36.

Life Skills/Job Seeking Techniques Workshop. (1987) Amarillo, TX, pp. 70-73.

Metro-Dade Planning Department. (August 1986) Employment Projections, Dade County, Florida 1983-2010. Miami, FL.

EMPLOYABILITY DEMONSTRATION COMPONENT

COUNSELING SESSION (2)

OBJECTIVES:
1) identify the fastest-growing fields projected through the year 2000;
2) describe factors that influence changes in the labor market;
3) identify training/preparation necessary for jobs with the most growth projected;
4) identify current and future salary trends;
5) assess personal interests and strengths as applied to different types of work.

ACTIVITIES:

1) Have a brief question and answer period to review material discussed in the previous session. (10 min.)
2) Continue discussion of the job market. Explain the factors, such as increased technological advances and demographic considerations, that lead to changes in employment availability. Briefly review how projections are made. (20-25 min.)
3) Discuss the 1988-89 job outlook, highlighting the types of jobs that will be most in demand and the kind of training and/or preparation necessary for these positions. Focus on the five fastest-growing categories. Show transparencies of the occupations projected to have the largest job availability through the year 2000. Give more specific information about these trends as they relate to Dade County, Florida. (35-40 min.)
4) Discuss occupational earnings for different types of jobs (e.g., hourly rate, yearly salary, earnings from self-employment vs. salaries). Give the rankings for these and discuss which types of jobs fall into them, using examples from each field. Weekly earnings for specific jobs can be shown on transparencies. (25-30 min.)
5) Have participants assess their personal interests and strengths by filling out the Individual Traits Inven-

tory and the What Are Your Preferences? handouts. Put these aside for the moment and discuss different job requirements/characteristics and the types of jobs that are associated with each. Include work environments as well. Information for specific jobs can be given so that students can compare their personal traits to the jobs they are interested in. They can gather into groups of four or five to share information and discuss the matching of traits to jobs. (35-40 min.)

MATERIALS:

1) Handouts: Individual Traits Inventory
   What Are Your Work Preferences?

2) Transparencies: Occupations with Largest Job Growth
   Fastest Growing Occupations
   Fastest Declining Occupations
   Changing Employment in Occupations
   Keep Your Eyes Open
   Numerical Growth in Occupations
   Las Carreras del Futuro
   Earnings by Occupation (selected jobs)
   Requirements for the World of Work

3) Overhead projector/screen

REFERENCES:

The 1988-89 Job Outlook in Brief. (Spring 1988) Occupational Outlook Quarterly, pp. 10-16.

Hemphill, P.D. (1986) Business Communications with Writing Improvement Exercises, 3rd Edition. Englewood Cliffs, NJ: Prentice-Hall, Inc.

Job Opportunity Index. Business Week Careers, pp. 16-17.

Matching Yourself with the World of Work. (Winter 1982) Occupational Outlook Quarterly, pp. 2-11.

Metro-Dade Planning Department. (August 1986) Employment Projections, Dade County, Florida 1983-2010. Miami, FL.

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EMPLOYABILITY DEMONSTRATION COMPONENT

COUNSELING SESSION (3)

OBJECTIVES:

1) identify effective strategies for obtaining a job;
2) identify job sources and how to utilize them;
3) describe the services offered by employment agencies;
4) identify educational facilities and sources of training related to employment;
5) identify procedures for obtaining revalidation of titles and/or certificates;
6) describe what a resume is and how it is used by employers;
7) identify the type of information that goes on a resume;
8) compare job hunting strategies in the U.S. with those of Latin American countries.

ACTIVITIES:

1) Have a brief question/answer period to review material discussed in the previous session. (10 min.)
2) Begin the new topic by asking participants how they would go about obtaining a job. They should already have assessed their personal skills and have a specific type of job in mind. Where would they go? Whom would they consult? How would they organize themselves? Write their suggestions on the board. How does this compare to what they did in the native country? Show the Job Sources transparency and compare the two lists. Show students the transparency of the documents usually needed in looking for a job. (20-25 min.)
3) Focus on employment agencies. Discuss the services they offer and how they can guide clients in the job search. Compare state agencies to private ones. What are the advantages/disadvantages of each? Show the transparency of guidelines to follow when considering whether or not to use an employment agency. Have students share experiences they may

have had with employment agencies in the past and compare these services with those that may or may not exist in the native country. Make sure to provide the addresses and telephone numbers of local offices of the Job Service of Florida. (20-25 min.)

4) Ask participants if they are familiar with the various educational institutions and/or agencies that provide employment related training in the community. Discuss the different possibilities available to them based on their interests and needs. Review different strategies for revalidating and/or transferring titles, certificates and academic credits. Provide specific agency names and telephone numbers in the forms of transparencies and handouts. (20-25 min.)

5) Have participants make a brief personal data sheet with information that should go on a resume. Discuss what a resume is based on participants' knowledge. Review the components of a resume and show the different formats that can be used. Use handouts and/or transparencies to help writing job descriptions/responsibilities in English. Have participants put their information together in one of the formats discussed. They should have a rough draft of their resume by the end of the session. They can fill in more specific details at home and bring it to the next session to be checked. (30-45 min.)

MATERIALS:

1) Handouts: Job Services of Florida
Training Agencies
Papeles Oficiales
Resumen de Datos Personales

2) Transparencies: Job Sources
Job Services of Florida
Training Agencies
Credential Evaluation Service
Resume Formats
Resumen de Datos Personales
Verbs that Describe Skills

3) Overhead projector/screen

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EMPLOYABILITY DEMONSTRATION COMPONENT

COUNSELING SESSION (4)

OBJECTIVES:

1) recognize standards of behavior and dress for job interviews;
2) identify types of questions frequently asked by interviewers and appropriate responses;
3) recognize types of questions that cannot be asked during an interview;
4) describe follow-up procedures after a job interview;
5) identify effective methods of time management;
6) identify attitudes toward work;
7) identify appropriate work habits;
8) recognize and differentiate between levels of communication (verbal/nonverbal) on the job;
9) identify cultural patterns that affect the working environment.

ACTIVITIES:

1) Have a brief question/answer period to review material discussed in the previous session. (10 min.)
2) Discuss what is and is not appropriate dress and behavior for an interview. Make a list of "Do's and Don'ts" and put them up on the board. (10-15 min.)
3) Have students share their exeriences of previous interviews. Are interviews in the United States different from interviews in their native countries? Review different strategies and job interviewing techniques. Ask students to volunteer information about the types of questions that are typically asked during an interview. Go over appropriate responses and also types of questions that are considered "suspect" by the Equal Employment Opportunity Commission. These include questions about

marital status, age, and child care arrangements. (40-45 min.)

4) Explain the concept of "following up" after a job interview. Show a sample of a follow-up letter and go over the different sections in it. Give students a few minutes to think of a hypothetical situation in which they would be required to contact a potential employer after an interview. Have them write a draft of a letter and share it with the class. (20-25 min.)

5) Introduce the idea of time management and organization. Using transparencies and general discussion, show how the day can be divided according to activities. Ask students if they agree with this division and how their day usually differs. Discuss planning ahead in reference to time distribution and how this can improve the quality of time spent on activities, especially making it work for one's own best interests. Give students the "Manejando su tiempo" handout and discuss. Show transparencies related to time management techniques and show how effective time use on the job can prove to be beneficial. (35-40 min.)

6) Discuss the reasons that obligate or motivate people to work and how these can affect attitudes on the job. For example, someone who obtains a job to have some extra pocket money will have a very different perception about work from someone who works two or three jobs just to make ends meet. Show the transparency on job attitudes, positive and negative. (15-20 min.)

7) Explain the different levels of communication, verbal and nonverbal, and how barriers to effective communication can arise. Show how these barriers can interfere with employment goals and affect the work environment. Emphasize nonverbal communication, including physical distance and eye contact. Demonstrate appropriate distance and gestures for North Americans as opposed to Hispanics. Discuss the difference between being aggressive and assertive, and how assertiveness can be beneficial both on the job and in one's personal life. (45-50 min.)

MATERIALS:

1) Transparencies: Appropriate/inappropriate behavior for interviews
Questions asked by interviewers
Appropriate responses

Utiliza bien tu tiempo
Jerarquia de necesidades basicas
Comportamiento
Follow-up letter
Lo que buscan los supervisores

2) Handouts: Manejando su tiempo

3) Overhead projector/screen

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